

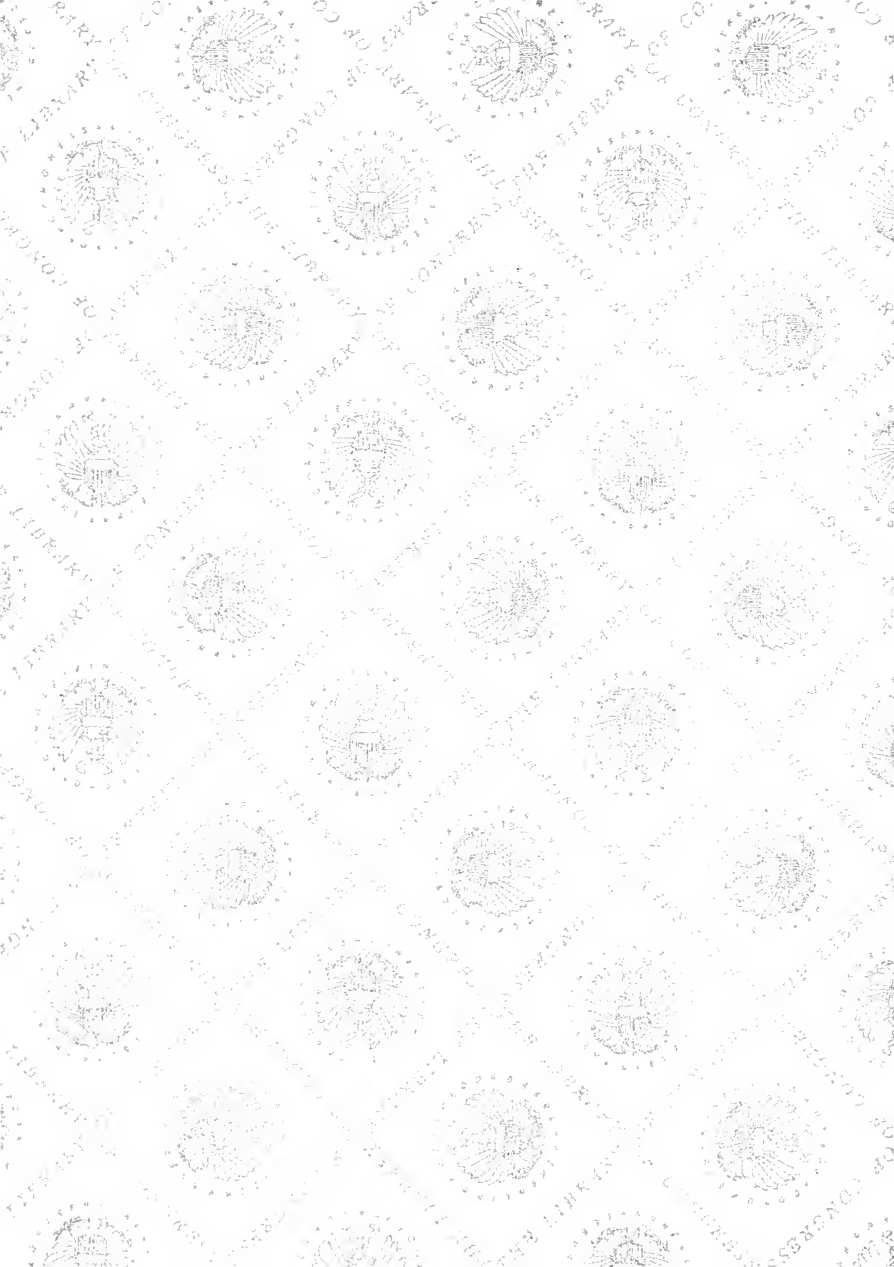
FIRST LESSONS
IN
AMERICAN
HISTORY

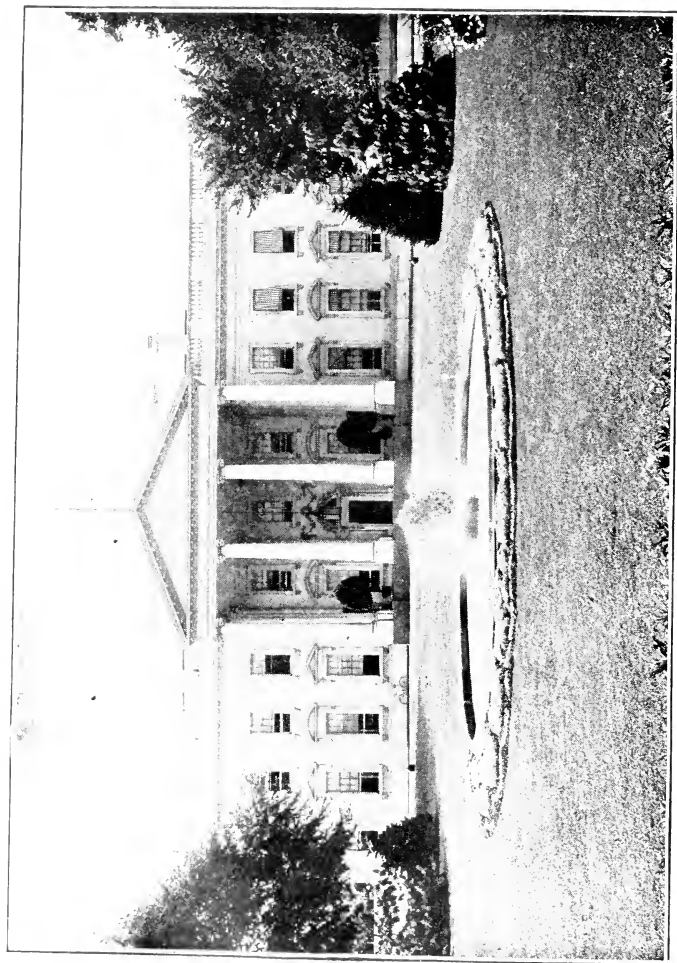


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FIRST LESSONS
IN
AMERICAN HISTORY

BY
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SUPERINTENDENT OF SCHOOLS, AUGUSTA, GA.

AUTHOR OF "THE ESSENTIAL FACTS OF AMERICAN HISTORY"

οὐ πολλ' ἀλλὰ πολὺ

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INTRODUCTION

THE author of this book has endeavored to meet the demand for a simple history of America, suitable for children of ten to twelve years of age, many of whom study no other text on the subject. In order to present a book of the most value the narrative treats of men whose influence has been controlling in the destiny of the nation, but does not make of their lives a series of hero stories. The facts of their lives and incidents of their careers are presented in sufficient fullness to reveal their personal traits and aid a pupil to understand their contributions to the current of events. The facts that are presented in the text are those which appear most important for a child to know. It is sincerely hoped that the style of the narrative is simple enough for pupils of the fourth or fifth grade to read with ease and attractive enough for them to read with pleasure.

The author cheerfully acknowledges his indebtedness to those who have furnished illustrations for this volume: the Departments of the Navy and Treasury; the Singer Manufacturing Company; the Panama Canal Commission; the Wright Brothers; the New York Central and Pennsylvania Railroads; the Cunard Steamship Company; Messrs. Harris & Ewing, photographers, Washington; the Moffett Studio, Chicago, for photographs; Gordon A. Southworth, Editorial Critic, Miss Adele W. Jones, the special artist of Messrs. Sanborn & Co., and to the many friends who have aided

him in perfecting the text and adapting it to school use, and submits to the profession this story of America with the hope that the children who use it may have an abiding love for the noble traditions of their forefathers and an increasing pride in the greatness of our common country.

LAWTON B. EVANS

AUGUSTA, GA.

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SUGGESTIONS TO THE TEACHER

THE child's interest in history depends upon the vividness of his conception of the men and events of the past. He is concerned largely with concrete and dramatic incidents and is careless of the abstractions of history. The author readily recalls the delight with which as a boy he listened to the stories of "the war" told by a teacher who had been a soldier, and what a relief it was to escape the dull recital of the text-book. That in the past which a child is led to see is history; all else is weariness and vexation.

The text therefore should be amplified by the teacher with abundant illustration, such as stories, descriptions, pictures, and objects gathered from all available sources in order to attract the attention, stimulate the imagination, and fix the memory. For this purpose the teacher should prepare for the teaching of each lesson. A number of supplementary books are easily available, covering in detail nearly every phase of American history. These may be read to or by the pupils or used by the teacher as a basis for story work.

The author suggests that the lesson for the day be read by the pupils in class, the meaning of the text explained if necessary, the essential points be brought out in a discussion, and the pupils induced to make a free and full expression of their opinions on all subjects pertinent to the lesson. In this way the real spirit and essence of the topic may be concentrated around some one definite statement that represents the central idea of the lesson. From this general discussion and preparation the teacher advances to a study of the lesson by definite questions in order to test the knowledge of each pupil. In conjunction with this the pupils should be asked

to summarize the lesson, to choose the one important fact, tell the most interesting fact, etc., in order to vary the kind of questions and stimulate both thought and expression.

A high degree of interest may be developed in the study of history by such recreations as impersonations, in which one pupil assumes a character and describes himself until the others guess his name; by the game of twenty questions, in which one pupil thinks of some historical object and the others seek by questions to discover the object thought of; by cards, each containing a question to be distributed to the class on the basis of rapid answers by individual pupils, and by any other recreation that partakes of the nature of a game.

Children take special interest in the conditions of life among the Indians, early settlers, pioneers, and in the ways of living in colonial times. Any dramatization, representation, stories or pictures of early conditions, especially those showing the struggles of the settlers against the Indians and against the hardship of the frontier, are valuable as illustrating the trials endured by the founders of the nation.

The celebration of certain anniversaries gives an opportunity to emphasize the character and services of great men and to consider anew historical events that are worthy of constant recognition. Upon such occasions the use of patriotic poems, songs and recitations, the decoration of the walls with appropriate pictures, and short talks on the subject of the anniversary will make the occasion memorable.

History has a close relation to geography. The teacher should ever bear in mind that the child has a clearer conception of an occurrence if the location is shown on a map or if a drawing is made on the board for the purpose. History also has its relation to literature, especially to poetry, and the child gets a more delightful insight into the romantic side of history by the use of the

noble poems of the language that bear upon the topics under discussion.

If teachers remember that the text is not to be memorized, that the questions at the end of the chapters are not to be too much depended upon, that the pupils are not to be confused with needless details of dates and numbers, and that the successful teaching of this text will depend largely upon the interest and care in preparing and presenting the lessons, the author feels confident the pupils will derive great benefit and inspiration from the study of these pages.

FIRST LESSONS IN AMERICAN HISTORY

DISCOVERERS AND EXPLORERS

LESSON 1

CHRISTOPHER COLUMBUS

NEARLY five hundred years ago in Genoa (Gen'o-a), Italy, lived a poor man who made his living by carding wool for the cloth-makers of the town. His eldest son, whom we know as Christopher Columbus, was born in Genoa about the year

Early life
of Colum-
bus

1446. The boy loved the sea, and often sat on the docks and watched the ships come in and go out, and heard the sailors tell about their wonderful adventures.

When fourteen years of age the boy became a sailor. His life was full of danger and hardship, for there were pirates to be fought and the terrors of the sea to be faced. He was a student as well, and learned all about ships, and the stars, and distant countries which travelers could reach only by going overland.

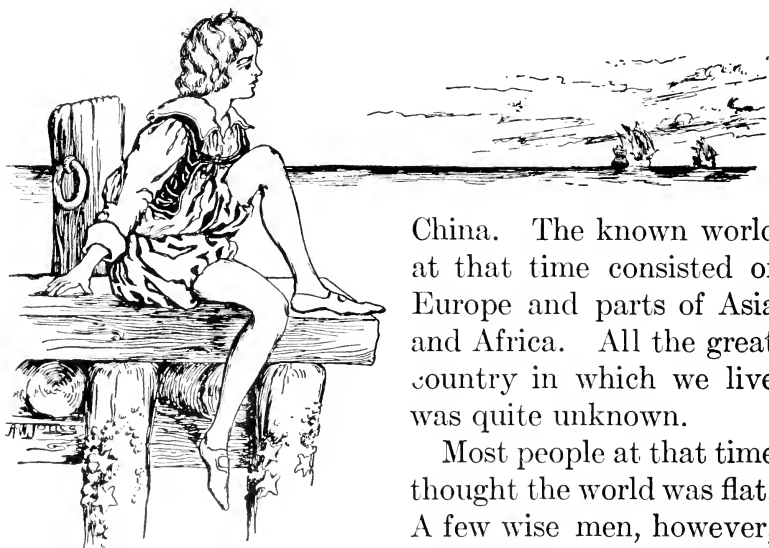
Among these countries were India and China, far to the east. Travelers had said that in them were pal-

aces paved with gold, and gardens laden with spices and perfumes. To reach these lands merchants had

The mer-
chants de-
sire a sea-
way to
India

to travel in caravans weary miles over deserts where they were tortured by thirst, and across mountains infested with robbers. The journey was long, expensive, and dangerous.

Merchants greatly desired a seaway to India and



HE SAT ON THE DOCKS AND WATCHED
THE SHIPS

China. The known world at that time consisted of Europe and parts of Asia and Africa. All the great country in which we live was quite unknown.

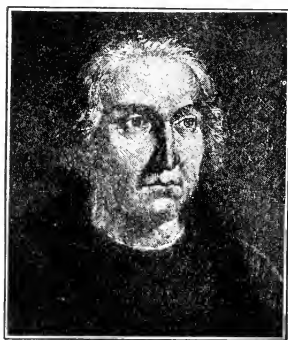
Most people at that time thought the world was flat. A few wise men, however, believed it was round. Columbus had come to that belief, and said that the way to prove it was to sail around the world. Besides settling this great question, he might gain riches and honor for himself

and for the merchants if he could discover a short way to India and the East.

Everybody made sport of this idea. It seemed an absurd notion that a ship could sail down the other side of the sea. What was to keep it from falling off the earth, and how could people live with their heads downward, and besides, how could a ship ever sail up again? Then, too, there were the terrible monsters of the deep, and boiling waves and fierce storms awaiting any one who sailed far into those dreaded seas.

Columbus
made sport
of

Columbus was declared a dreamer. But firm in his belief he went from place to place, spending all his money and using all his powers of persuasion in trying to induce kings and wise men to help him make a voyage around the world. Nobody would listen to him long. At length he became very poor, and even the children in the streets made fun of him, saying: "There goes the crazy stranger with the threadbare coat."



CHRISTOPHER COLUMBUS

QUESTIONS

When and where was Columbus born? How did his father make a living? How did the young boy show his love for the sea? When did he become a sailor? Of what was his life

full? Of what did he learn? Of what countries did he learn? What did travelers say of them? Why did the merchants dread the journey to these lands? What did the merchants desire? Of what did the known world consist at that time? What was thought by most people to be the shape of the earth? What did a few wise men believe? What did Columbus say? What was thought of the plan of Columbus? What did people think of him, and what did he do? What did even the children say of him?

LESSON 2

ISABELLA AGREES TO HELP COLUMBUS

At last Columbus came to the court of Spain and applied to Ferdinand and Isabella, the king and queen of that country. They examined his maps and charts and listened to his arguments proving that the world was round. He asked them for ships and men, that he might undertake the great voyage.

Ferdinand was opposed to the project. He had spent much money in war, and did not care to waste any more in so foolish an enterprise as that proposed by Columbus. Besides, Columbus asked for too great a share of the profits of the voyage — if indeed there were to be any. Columbus, disappointed again, sadly departed from the court.

Taking his little son he set out on foot, determined to leave Spain and seek his fortune elsewhere. As he

journeyed he came to a monastery, where he asked the monks for bread and water for his boy. Columbus told one of the monks who he was, and discussed with



THE QUEEN HAD BEEN MUCH INTERESTED

him his great plans for sailing around the world. The monk believed it could be done, and called in several friends to listen to Columbus.

Messengers were sent by the monk to the queen begging her not to let so great an opportunity pass. If Columbus should be right, Spain would receive great honors from the venture, and the cost of the voyage would be amply repaid.

Messengers
sent to the
queen

Isabella agreed to another interview and sent Columbus

money to purchase clothes with which to appear at court.

When Columbus came again before the king and queen, they asked him what he demanded. He told them he wished to be made admiral of the ocean and viceroy of the lands he might discover, and receive a large share of the profits to be made by trade and conquest. "You ask too much," said the king. "I will take no less," replied Columbus, and again left the court and mounting his mule rode out of the city.

The queen, however, had been much interested. After Columbus had left the court and was preparing to go to France, she decided there was some reason in his plans, and great glory for Spain if he succeeded. She said to Ferdinand: "I will undertake this thing, and will pledge my jewels, if necessary, to raise the money." A courier was sent in haste to Columbus. He was overtaken about six miles from the city. He quickly returned and made an agreement with the sovereigns.

Columbus was now fifty-six years of age. He was tall, of fair complexion and fine figure. His eyes were blue and his hair as white as snow. When it was known that the good queen had agreed to help him, everybody stopped making sport of him and began to talk of the strange voyage he was about to make.

Isabella
consents

QUESTIONS

To whom did Columbus at last apply? What did they do? What did Columbus ask for? What did Ferdinand think? Why? What did Columbus do? To what did he come in his journey? Why did he stop? What did he tell the monk? What did the monk do? What did the messenger beg of the queen? What did Isabella agree to? What did Columbus demand? What reply did he get? What did he then do? What did Isabella say of the proposed voyage? Describe Columbus at this time.

LESSON 3

THE FIRST VOYAGE OF DISCOVERY

It was hard to get seamen for the voyage. They were afraid of the unknown seas. The government



THE SHIPS OF COLUMBUS

forced sailors to embark, and even released some criminals from prison and made them enlist for the voyage.

Early one morning in midsummer three vessels with ninety persons on board sailed out of the harbor of Palos (Pah-lōs), Spain. The vessels were the *Santa* Columbus sails, August 3, 1492 *Maria* (Mā-rē-a), the *Pinta* (Peen-ta), and the *Niña* (Nēn-ya). Columbus was on the *Santa Maria*, the largest of the three. As they set sail the people on the docks wept and wailed, thinking they should never see their friends and relatives again. The little fleet was supposed to be starting on its way to reach the rich cities of India and China by sailing westward across the Atlantic Ocean.

At the end of the first week the vessels came to the Canary Islands. After a short delay here Columbus continued his voyage. The weather was beautiful. No storms arose to distress or separate the little fleet. Day after day they sailed westward, around them the boundless water, overhead the blue sky, and nowhere any sign of the dreadful monsters they had feared so much.

As they sailed onward the men grew more and more afraid. They did not know what was ahead of them. They recalled the stories of ships swallowed up in the sea, of dreadful storms, and of great sea serpents. The wind blew steadily from behind, and they had fears of never getting back home

The sailors
become
alarmed

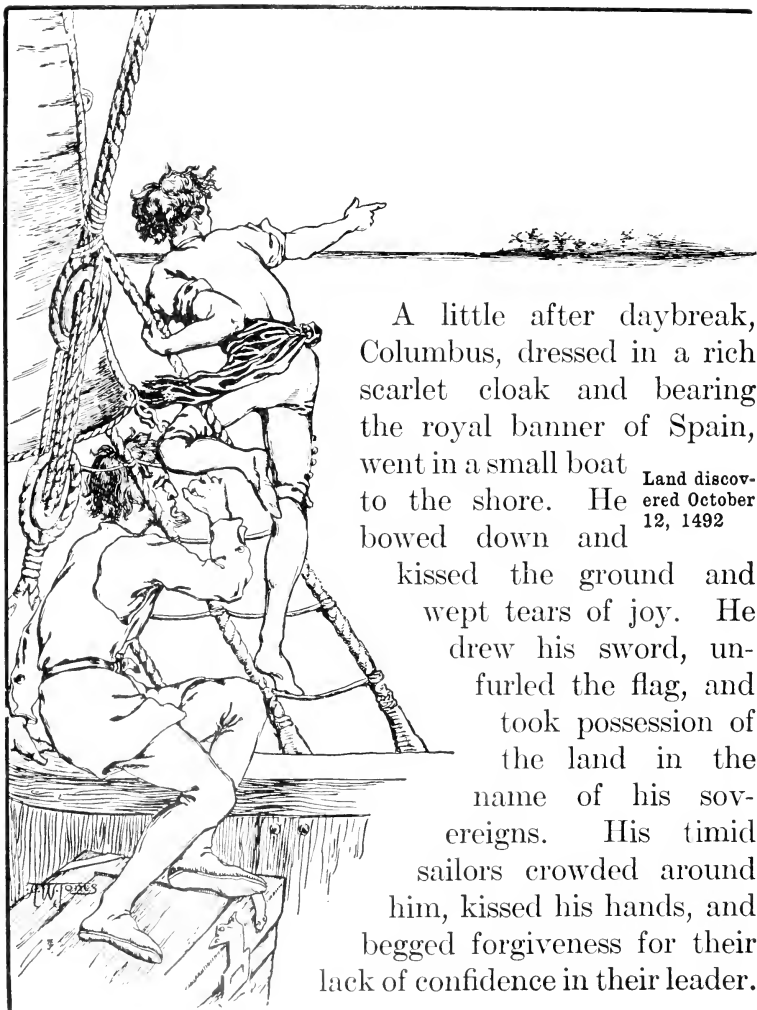
The needle of the compass no longer pointed exactly to the North Star, but a little to the northwest. Their fears increased daily, and they were loud in their demands to turn back.

Columbus, however, held on his course. At length signs of land appeared. Birds flew over the ship and seaweed floated by; a branch with berries on it was



THE FIRST VOYAGE OF COLUMBUS

seen in the water, and a carved stick was picked up. Everybody was on the lookout. A reward had been offered to the first one seeing land. One night Columbus saw a light in the distance as if carried in a boat or by some one on shore. A little after midnight a shout was heard from the *Pinta* of "Land! land!" A gun was fired. When day dawned, land, green and beautiful, was before the eyes of the weary sailors. Columbus received the reward, as he was the first who saw the light on the shore.



A little after daybreak, Columbus, dressed in a rich scarlet cloak and bearing the royal banner of Spain, went in a small boat to the shore. He bowed down and kissed the ground and wept tears of joy. He drew his sword, unfurled the flag, and took possession of the land in the name of his sovereigns. His timid sailors crowded around him, kissed his hands, and begged forgiveness for their lack of confidence in their leader.

Land discovered October 12, 1492

Columbus had landed on a small island in the group of the Bahamas. He named it *San Salvador*.

QUESTIONS

How did Columbus get sailors for his voyage? How many persons were on the ships that sailed? What were the names of the ships? On which one was Columbus? How did the people on the docks act? Where was the fleet supposed to be sailing? What can you say of the weather on the voyage? Of what did the sailors grow afraid? How did the wind blow? How did the needle of the compass point? What did the sailors wish to do? What signs of land appeared? What reward had been offered? Describe the seeing of a light on shore. What shout was heard and where? Who received the reward? Describe the landing of Columbus. How did the sailors act? What land had he reached? What name did he give the island?

LESSON 4

THE RETURN TO SPAIN

WHEN Columbus landed he saw a number of strange, half-naked, red-skinned people coming down to the shore. They stared in wonder at him and his men, and then in terror fled to the woods. **The Indians** They had never seen sailing vessels or white men before. They thought that the ships were great white birds, and that the strange men had come from the skies. Columbus, supposing that he had reached some part of India, named the natives Indians, and they are so called to the present day

Columbus remained on the island a few days, and then sailed away, still seeking the great cities of India and China. He visited the islands of Cuba and Haiti (Hā'te), but nowhere found any sign of the treasure cities.

After nearly three months Columbus sailed back to Spain. He took ten Indians with him, as well as many curious things he had found on his voyage.

Return to Spain Great was the rejoicing of the people when it was known that Columbus had returned. The stores were closed, the bells in the churches were rung, and the people who before had wept for fear now cried for joy.

The king and queen sent for him to give them an account of his adventures. He was no longer the madman, but was now a hero. A great procession was formed. In front were the Indians; then came persons bearing the parrots, plants, and curiosities Columbus had brought home with him. Columbus himself rode a fine horse and was surrounded by the nobles of Spain.

The king and queen sat under a great canopy. When Columbus approached, they rose and greeted him with every mark of regard and admiration. He **Reception at court** told them the long story of his discoveries, after which the royal pair fell on their knees and thanked God for the safe return of the great voyager, and for the new lands which he had discovered.

There was no trouble in getting sailors and adven-

turers for a second voyage. In a few months seventeen vessels had been made ready. Horses, seed, farm tools, and other necessities for a colony were collected. About fifteen hundred persons went on this voyage. Some of them hoped to find gold and pearls in the new land; others were bent on adventure; only a few were expecting hardship and work. On this second voyage Columbus founded a colony on the island of Haiti. He spent three years wandering about the islands of the West Indies. He then returned to Spain. Two years passed by, and he made a third voyage, going as far south as the island of Trinidad and the mainland of South America.

Other voyages
of Columbus

QUESTIONS

What kind of people did Columbus find? What did they think of the ships and of the white men? What other islands did Columbus visit? What did he do after three months? What did he take with him? Describe his reception by the people. Describe his reception by the king and queen. What preparations were made for a second voyage? What colony was founded? What land was reached on the third voyage?



THE TERROR OF THE SEA

LESSON 5

LAST VOYAGE OF COLUMBUS

THE fortunes of Columbus now began to change. The colonists on the island of Haiti fell ill with malaria ; they could find no gold and food was scarce. They complained bitterly of their condition, and began to accuse Columbus as the cause of all their misfortunes. As a fact, they had only themselves to blame. Instead of working as they should, they spent their time in hunting for treasure and abusing the Indians. The simple-minded savages often begged the Spaniards to return to heaven on their great white birds.

The king and queen of Spain sent an officer to inquire into the way Columbus had treated the colonists. This officer unjustly put Columbus in chains and sent him back to Spain. Columbus was in the greatest distress at this treatment. He said: "I shall wear these chains until the king and queen order them to be taken off, and I will keep them as relics and memorials of my service." Afterwards he said to his son: "Let the chains be buried with me." When he arrived in Spain the people were indignant at the way in which he had been treated. The queen sent for him, ordered his chains removed, and wept when he told her the story of his misfortunes.

After a year or more had passed Columbus made

a fourth voyage to the new world. When his vessels reached Haiti a terrific storm arose that came near destroying his little fleet. He did not land, but sailed westward, reaching the coast of Central America somewhere on the Isthmus of Panama. The rain and the heat made his sufferings very great. The food became so bad that the men ate their bread in the dark so that they could not see its condition.

After a year of wandering and disappointment, Columbus decided to go back to Spain. He still believed that he had reached the coast of India, and could not understand why he did not find the rich cities of which the merchants had told him.

When he reached Spain, Queen Isabella was on her deathbed. When she died Columbus lost his best friend. Old, sick, and poor, he had to live on charity. Often he was without money to buy bread or pay for a place to sleep. At last, when about seventy years of age he died, and was buried in the town of Valladolid, Spain. He never knew that he had discovered a new world.

QUESTIONS

What befell the colonists at Haiti? Of what did they complain, and whom did they accuse? What was the real cause of their misfortunes? What did the Indians beg the Spaniards to do? What did the king and queen of Spain do? What did the officer do? What did Columbus say of his chains? How was he treated when he reached Spain? What events happened on

the fourth voyage of Columbus? What land did he reach, and what did he still believe? How did Columbus live in his old age? How old was he when he died? Where did he die? What did he never know?

LESSON 6

JOHN CABOT — AMERICUS VESPUCCIUS

THERE was great excitement in Europe over the voyages of Columbus, and the short way he was supposed to have found to China and Japan. The king of England gave permission to John Cabot (Căb'ot), an Italian sailor, who with his three sons was living in England at that time, to sail westward and discover whatever he could. This was before Columbus had made his fourth voyage.

Cabot sailed across the ocean and landed on the coast of North America, somewhere near Newfoundland or Labrador. When he went back to John Cabot, 1497-1498 England and told that he had found land to the west, everybody paid him and his sons great honor. They were dressed in silks, and the people ran after them whenever they appeared on the streets.

The next year John Cabot, probably accompanied by his son Sebastian, made another voyage to the coast of North America and wandered as far south as Cape Hatteras, and probably farther. These voyages gave John Cabot the right to be called the discoverer

of the mainland of North America, and gave England the right to claim the new world as one of her possessions.

Among those who made voyages to the new world was Americus Vespuccius (Ves-pū'-shus), an Italian by birth, but living in Spain at the time. On one of his voyages he explored the coast of Brazil.

**Americus
Vespuccius,
1501-1504**

When he returned to Europe he wrote an account of the "New World," as he called it. His account created a great sensation. It was translated into several languages, and Americus was as much talked about as ever Columbus had been. The belief now gained ground that the newly discovered shores were not those of Asia at all, but in fact belonged to a new continent which, up to this time, had been unknown to the people of the world.

A German professor soon after published a book on geography. He divided the world into four parts, Europe, Asia, Africa, and the part that Americus had written about. He said: "I see no reason why this fourth part should not take its name from its discoverer and be called America." From this suggestion all the new world came to be called America.

QUESTIONS

What happened in Europe? What can you say of John Cabot and his three sons? What land did Cabot reach on his first voyage? What honors were paid him? What land did he reach on his second voyage? What right did John Cabot

acquire? What claim did England make? What can you say of Americus Vespuccius? What coast did he explore? What account did he write? What belief now gained ground? What did a German professor say in his book on geography? For whom is America named?

LESSON 7

BALBOA — MAGELLAN

FIFTEEN or twenty years had passed since Columbus had discovered America. Vessels were constantly plying across the ocean, bringing settlers and adventurers to the islands of the West Indies. Settlements were made on the Isthmus of Darien, but the great heart of the continent was unknown and untouched.

The Spanish were especially eager for the treasures which the new world was supposed to contain. Every ship brought adventurers who hoped to better their fortunes by finding gold and silver in the mountains and streams, or else to find diversion in fighting the savages.

Among these adventurers was Balboa. He was at one time a wealthy landowner in Haiti. Becoming bankrupt, he tried to escape his creditors by concealing himself in a cask in the hold of an outgoing vessel. When discovered, the captain threatened to land him on a desert island, but Balboa begged to be allowed to remain on board. The vessel was wrecked on the coast of the Isthmus of Darien. After

Balboa



BALBOA DISCOVERS THE PACIFIC OCEAN AND TAKES POSSESSION
IN THE NAME OF THE KING OF SPAIN

a few years Balboa had become the leader of the colony on the isthmus.

Hearing from the Indians that gold could be found beyond the mountains, he led a party of men across the isthmus. To his surprise and delight there appeared the waters of a great sea. Balboa waded out through the surf as far as he could, displayed his flag, and took possession of the water, and all lands it touched, in the name of the king of Spain. In this way did Balboa discover the waters of the Pacific .

Discovers the
Pacific Ocean
1513

Ocean. He did not know it was an ocean, but thought it was a great sea, and so he called it "The South Sea."

Another bold navigator named Magellan (Ma-jěl'lan) proposed to sail around South America and around the world. He passed through the straits bearing his name, and went as far as the Philippine Islands. He named the ocean on which he sailed the Pacific, which means "peaceful." At the Philippine

Magellan,
1519-1522



THE VOYAGE OF MAGELLAN AROUND THE WORLD

Islands Magellan was killed in a fight with the Indians. Only one of his vessels and eighteen of his crew succeeded in completing the first voyage around the world.

QUESTIONS

How many years had passed? What did vessels bring to the West Indies? Where were settlements made? For what were the Spaniards especially eager? What did these adventurers hope to find? Who was Balboa? How did he get to the

Isthmus of Darien? What did he become after a few years? What did he start out to find beyond the mountains? What did he discover? Describe the way in which Balboa took possession of the sea. What water did he think it was? Who proposed to sail around the world? What name did he give the ocean and why? What was the fate of Magellan? What was the success of the expedition?

LESSON 8

PONCE DE LEON EXPLORES FLORIDA

AMONG those who went with Columbus on his second voyage was Ponce de Leon (Ponthā dā Lāōn). He was thirty-two years old at that time. Afterwards he had lived for twenty years in the West Indies, and had become governor of Porto Rico. He was now growing old and he dreaded age and white hairs.

Ponce de Leon had heard that on an island near by there was a fountain in which if one should bathe he would never grow old. It was a fountain of perpetual youth. He obtained permission from the king of Spain to explore and settle this island. He sailed with three vessels and came to a beautiful verdant coast. It was Easter Sunday, or *Pascua Florida*, when land was first seen, and in honor of the day De Leon named the country Florida.

Florida seen
and named,
1513

De Leon sailed along the coast and landed at several places looking for the fountain of youth. He and his followers drank at every spring and bathed in every



PONCE DE LEON SEARCHES FOR THE FOUNTAIN OF YOUTH

stream. Around them were the deep forests and the beautiful flowers, but nowhere could they find waters to restore their lost youth.

After sailing around the southern coast of Florida, De Leon turned his ships homeward. He went to Spain and reported to the king the wonders of this new land, which he called the land of Florida. The king granted him permission to found a colony in this new country.

Eight years passed by and Ponce de Leon again set out for Florida, this time to found a colony. He had

given up the search for the fountain of youth and was resolved on establishing a powerful government of which he should be the head. He took with him all the materials for building a town and founding a colony.

The Indians, however, remembered certain cruelties of other Spaniards who had visited their shores, and it was not long before they attacked De Leon and his men. A poisoned arrow wounded the valiant old soldier, and he was placed on ship-board and carried to Cuba, where he died. He had not found the fountain of youth, but he had found fame as the explorer of the beautiful land which to this day is called Florida.

Death of
De Leon

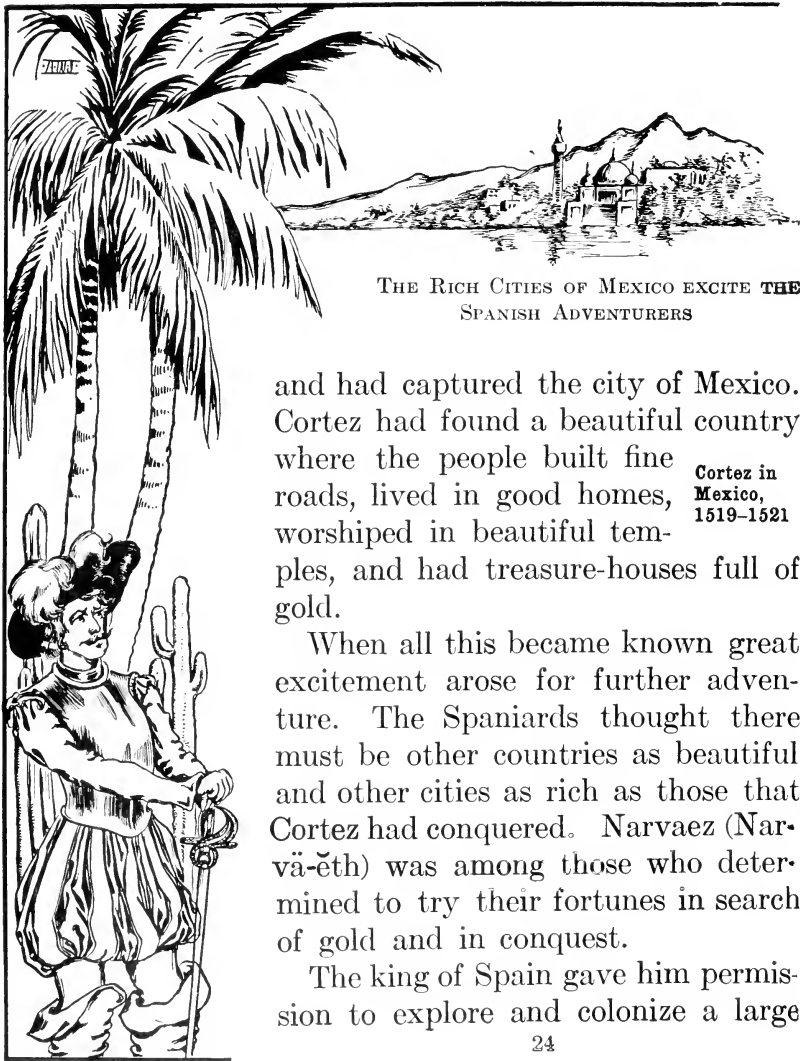
QUESTIONS

Who was Ponce de Leon? Where had he lived and what had he become? What did he dread? Of what had he heard? What permission did he obtain? What land did he discover, and what name did he give to it and why? For what did he seek? What permission was granted him by the king of Spain? What was Ponce de Leon's purpose? What did the Indians remember? What did they do? What was the fate of De Leon?

LESSON 9

THE ADVENTURES OF NARVAEZ

ABOUT the time that De Leon was trying to found a colony in Florida and Magellan was on his voyage around the world, a brave Spanish soldier named Cortez had marched with an army through Mexico



THE RICH CITIES OF MEXICO EXCITE **THE**
SPANISH ADVENTURERS

and had captured the city of Mexico. Cortez had found a beautiful country where the people built fine roads, lived in good homes, worshiped in beautiful temples, and had treasure-houses full of gold.

Cortez in
Mexico,
1519-1521

When all this became known great excitement arose for further adventure. The Spaniards thought there must be other countries as beautiful and other cities as rich as those that Cortez had conquered. Narvaez (Narvā-ěth) was among those who determined to try their fortunes in search of gold and in conquest.

The king of Spain gave him permission to explore and colonize a large

territory. With six hundred men and a large supply of provisions he set sail from Spain. The party came to the coast of Florida and began their march inland. They wandered on and on, seeking for gold and the rich cities. They found only the miserable huts of Indians.

Narvaez
explores
Florida, 1528

Food became scarce and starvation stared them in the face. A messenger was sent to the coast to find their ships, but he came back to report that the ships were nowhere to be seen. The party turned south and at last came back to the coast of Florida. Here they slew their horses and devoured them. Boats they must have, and so they cut down trees from the forest and made ship timbers fashioned with tools made from the iron of their stirrups, swords, and guns. They turned their muskets into nails. They used the manes and tails of the dead horses to make ropes and cordage. They used their own clothes for sails.

At last they embarked in their weak and leaky boats, and for a month were beaten about in the Gulf of Mexico. They drifted past the mouth of the Mississippi, were carried out to sea, and the boat in which Narvaez was, filled with water and went to the bottom with more than fifty men.

Sufferings

The other boats drifted until some of them reached the coast of Texas. Here the half-starved Spaniards were set upon by the Indians and the greater number

were killed. A few escaped and later were made slaves by other tribes of Indians. For a number of years they remained with their Indian masters, all dying, however, except three Spaniards and one negro.

At length these four made their escape and found their way to a small Spanish village in Mexico. The inhabitants were astonished to see their gaunt faces and strangely clad forms. One of the four was named Cabeza de Vaca (Ká-bā'thā dā vā'ká). He had been the treasurer of the expedition. He told the Spaniards of the strange adventures which had befallen him and his companions in their long wanderings through the forests of the new world.

QUESTIONS

What country had Cortez conquered? What kind of civilization did Cortez find? What excitement arose? What permission did the king of Spain give Narvaez? With what did he set sail? What territory did he explore? What sufferings did the party endure? How did they escape from the land? On what gulf were they beaten about? What became of Narvaez? What became of the other boats? What happened to the Spaniards? Relate the story of Cabeza de Vaca.

LESSON 10

DE SOTO DISCOVERS THE MISSISSIPPI RIVER

HERNANDO DE SOTO, a rich and influential Spanish soldier, prepared to march into the heart of the new world. A fleet was prepared at great expense, which



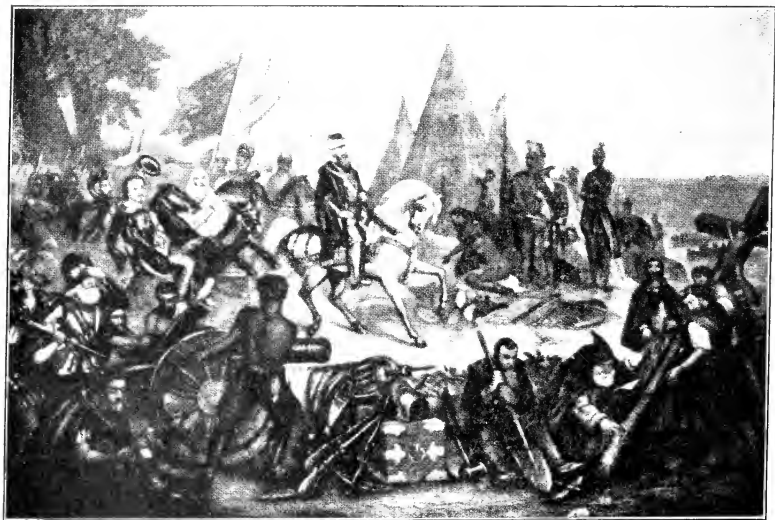
DE SOTO MARCHING THROUGH THE WILDERNESS

landed the Spaniards on the west coast of Florida. Six hundred men formed the party. They had over two hundred horses and a herd of three hundred swine. They took bloodhounds with which to capture the savages, and shackles to bind them.

De Soto lands
in Florida,
1539

De Soto soon came in conflict with the Indians. He expected to find them hostile, and was not disappointed. During one of the fights he was astonished to find a white man among the savages who called out to him in the Spanish language. After the battle the man told him he was one of the followers of Narvaez,

and that he had been captured by the Indians and condemned to be burned alive. Just before the torch was applied the daughter of the chief begged that he be spared and given to her for a white slave. De Soto rescued him from the Indians, and on his march used him as interpreter.



DE SOTO DISCOVERS THE MISSISSIPPI RIVER

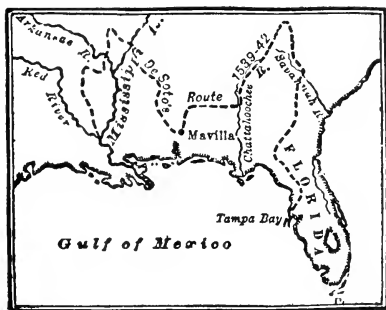
The party moved northward through the swamps and forests of Florida and Georgia. As was to be expected, their food gave out. The men complained and wanted to turn back, and the Indians were always unfriendly. They lured the Spaniards onward, how-

ever, telling them of rich cities and treasures to be found further on.

At last De Soto reached the Savannah River. There he found an Indian village and a beautiful princess who approached the Spaniards and threw around the shoulders of De Soto a necklace of pearls. De Soto and his men rested for a while to accept the hospitality of the Indians. When he left he compelled the princess to accompany him. For weary weeks they plodded along, the princess following on foot or being carried on a litter followed by her maids. One day she suddenly sprang from her couch, swiftly ran through the forest and disappeared. The Spaniards never heard of her again.

De Soto
reaches the
Mississippi,
1541

De Soto and his men crossed the present states of Alabama and Mississippi. They fought many battles with the savages, losing many men and horses and much baggage. Slowly and painfully they toiled on until they came to the Mississippi River. They first saw the great river about where the city of Memphis now is. Crossing the stream the adventurers wandered for a year or



THE MARCH OF DE SOTO

more in the tangled forests of the present states of Arkansas and Missouri.

Returning to the Mississippi, De Soto, discouraged and broken-hearted, was taken ill with fever. When he died his followers dropped his body, weighted with stones, into the current of the great river he had discovered. The remainder of his followers finally made their way to a Spanish colony in Mexico, and told the story of their adventures and of the sad fate of De Soto.

QUESTIONS

What did De Soto prepare to do? How large was the party? What did they take with them? Relate the story of the Spanish captive. What was the direction of the first march of the party? How did they suffer? What did the Indians tell them? How was De Soto treated by the Indian princess? How did he treat her in return? How did she escape? Through what territory did De Soto march? What became of De Soto? How and where was he buried? What became of his men?

LESSON 11

CORONADO SEARCHES FOR THE SEVEN CITIES

THE Spanish were firmly established in Mexico. They still believed that somewhere in the heart of the continent there were great quantities of gold and silver. An Indian slave had told wonderful stories of seven cities of Cibola, lying somewhere to the north,

where there was plenty of gold. But the slave had died, and there was no one to lead the way to those cities.

About the time that De Soto was making his explorations, an army of three hundred Spaniards and over twice as many Indian followers began a march from Mexico in search of the treasure cities. The leader of the explorers was Francisco Coronado. The party crossed the deserts of Arizona, and after many days' wandering they came to the first Indian city. Instead of beautiful palaces lined with gold, they found rude huts filled with dirt. Instead of a rich and prosperous people, they found a few lazy warriors easy to conquer, and a crowd of half-dressed women and children lying around the hot, sun-baked houses.

Coronado
marches
from Mexico,
1540

Coronado marched on, lured by stories of richer places elsewhere. He marched through New Mexico, and as far as the great plains of Kansas. All the villages he found were small, poor, and utterly destitute of gold and silver. There were no rich cities to be found. The stories were all myths. In all the region passed through by Coronado there were only scattered villages composed of mud houses, and wild Indians whose chief occupation was hunting buffaloes.

Explores
the West

In their wanderings the Spanish came to a prairie

covered with little mounds out of which prairie dogs peered at them. Then they came to pools of salt water, bitter to the taste. Later on they encountered great herds of buffaloes. The Indians they met used corn for food, had implements made of copper, and were dressed in buffalo robes.

After two years of marching and searching, Coronado and his men returned to Mexico. They had found no treasure, but they had explored the great western plains of our country, and gained some idea of the extent of the new world and of the kind of people that inhabited it.

Nearly all the Spaniards who had explored America had come searching for wealth. Some had come for **Purposes of the Spanish** adventure and some for conquest. In most cases they treated the Indians with great cruelty, and were in turn attacked and many were killed by the savages. Theirs is a sad story of a fruitless search for riches, of long marches amid great suffering, of disappointment and failure among the unbroken depths of the new world that they were the first to discover and explore.

QUESTIONS

Where were the Spanish established? What did they still believe? What had an Indian slave told them? What expedition did Coronado lead? About what time was this? What

deserts did they cross? What did they find? How far did Coronado march? What did he continue to find? To what did they come in their wanderings? How long did their march continue? What had nearly all the Spaniards come to America to find? How had they treated the Indians? How were they in turn treated? What can you say of their story?



THE ENGLISH COLONIES

LESSON 12

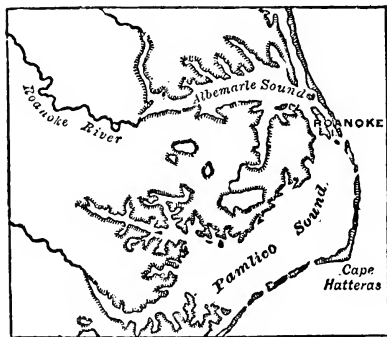
SIR WALTER RALEIGH AND THE LOST COLONY

THERE was a brave knight in England named Sir Walter Raleigh. Upon one occasion, when he was a young man, he was in a crowd watching Elizabeth, the queen, and her courtiers pass by. The queen came to a muddy place in the path and hesitated. Raleigh quickly stepped forward and

spread his cloak over the mud so that the queen might pass without soiling her shoes. This greatly pleased Elizabeth, who sent for Raleigh, attached him to her court, and made him a knight.

Raleigh gained the approval of the queen for a plan to found a colony

in America. The territory granted him for a colony was named Virginia in honor of Elizabeth, who was



RALEIGH'S COLONY

a virgin, or unmarried, queen. The colonists landed on Roanoke Island, off the coast of what is now North Carolina.

The colonists had many misfortunes and came near starving to death. In great distress they were taken back to England. They carried with them some things they had learned from the Indians. One was the use of the potato.

**Fate of the
first colony,
1586**

Raleigh had some of the potatoes planted on his farm in Ireland. They grew so abundantly and were such good food that they have since become famous as the Irish potato.

One other thing the colonists carried back was tobacco, which had been unknown in England up to that time. Raleigh learned to smoke, and the story is told that one day as he was smoking in his room his servant came in with a pot of ale. Thinking his master on fire, the servant promptly threw the ale over him.

Raleigh tried again to found a colony in America. The colonists landed on Roanoke Island as before. Among them was Mrs. Dare, the daughter of John White, the governor. Soon after landing a little girl was born, and was named Virginia Dare. She was the first white child born in America of English parents.

**Virginia
Dare, 1587**

This colony fared badly also. John White, the

governor, returned to England to get supplies and was gone three years. When he came back to Roanoke not a sign of the colonists could be found. Every man, woman, and child had disappeared. The abandoned cabins and the fields overgrown with weeds were all that could be seen. On a tree was carved the word *Croatan*, the name of a tribe of Indians living on an island near by.

Fate of the
second col-
ony, 1590

It had been agreed that if the colonists, for any reason, had to abandon the settlement they would leave some directions behind them. Governor White tried to reach the village of the Indians, but the ship was driven off by a storm, and the captain insisted upon returning to England. No trace of the colonists has ever been found, and to this day no one knows what became of the lost colony of Roanoke.

QUESTIONS

Describe the way in which Raleigh won the favor of Elizabeth. What plan did the queen approve? What name was given the territory and why? Where did the colonists land? What became of them? What can you say of the potato? What can you say of Raleigh and the use of tobacco? What other colony was attempted? What can you say of Virginia Dare? What was the fate of the second colony?

LESSON 13

THE SETTLEMENT OF JAMESTOWN

ONE spring day three ships sailed up a broad and beautiful river in Virginia. On board were one hundred and five persons looking for a place to found a colony in America. They had sailed from England and had been on the ocean nearly all winter. They were very glad to see the green shores, to hear the birds sing, and to smell the flowers. After sailing up the river thirty or forty miles they selected a place for their colony and named it Jamestown. The river and the town both were named for James I, the king of England. It was the first English settlement in America that became a permanent colony.

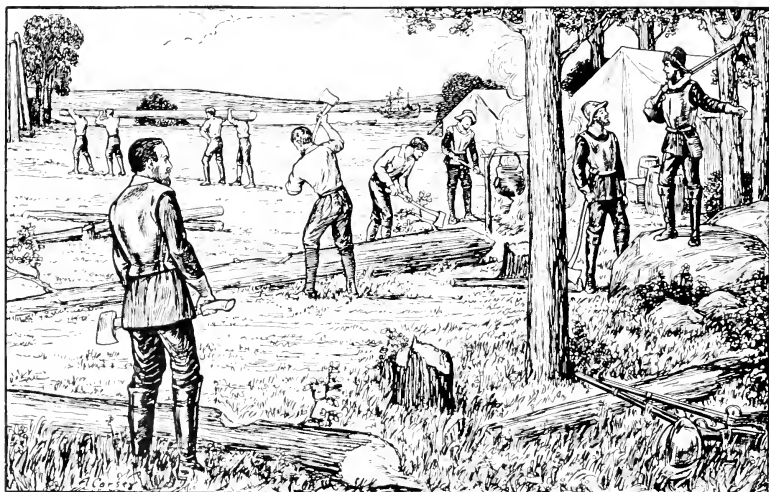
Jamestown,
May 13, 1607

The colonists were not well suited for life in the wilderness. There were a few carpenters, a blacksmith, a mason, a barber, a tailor, twelve laborers, and about fifty gentlemen who did not know how to work and who came only for adventure. A few tents were erected, cabins were started and a church was made by stretching a canvas over some rough boards nailed between two trees. Some of the colonists contented themselves by making caves in the hillsides to live in. Before long most of the food gave out, many of the colonists were ill with fever and began to quarrel among themselves and

The colonists

complain of their leaders. By the end of the summer half of them died.

It was a discouraging start for the colony. Everybody might have perished had it not been for Captain John Smith. He was a young man who had had many strange adventures. Upon one occasion he had gone to sea, had been thrown overboard in the Mediterranean, had swum to the shore of a desert island, and later had been picked up and carried to Egypt. Among other adventures he had been captured by the Turks and sold into slavery. He escaped and fled into Europe, wandering across the



THE BEGINNINGS OF THE JAMESTOWN SETTLEMENT

country until he reached England. There he joined the colonists on their way to Virginia.

Smith took charge of the colony. He set every man to work, saying that those who would not work should not eat. They needed food, but the Indians would not give or sell them any corn. Smith took a body of soldiers and went to the Indians. "Sell me corn," said he, "or I shall have to take it by force." The Indians laughed at him and said: "We will give you a handful of corn for all the guns and swords of your men." This made Smith so angry that he attacked the Indians, drove them out of their village, and captured their hideous idol. When the savages saw their idol in the hands of the white men, they offered a boat load of corn as a ransom for it. Smith was glad to make the exchange.

By treating the Indians honestly when he could, fighting them when he was compelled to do so, and forcing the colonists to strict economy and hard work, Captain Smith saved the colony from destruction.

QUESTIONS

Describe the landing at Jamestown. How many colonists landed at Jamestown? What can you say of Jamestown? What can you say of the colonists? What sufferings did they endure? What can you say of the early life of Captain John Smith? What adventures had he had? What did he do with every man? How did he secure corn from the Indians? How did he save the colony of Jamestown?

LESSON 14

POCAHONTAS, THE INDIAN PRINCESS.



POCAHONTAS

Not far from Jamestown lived King Powhatan, a great Indian chief. He had a young daughter named Pocahontas. He was very proud of her, loved her devotedly, and gave her everything she asked for.

One day some warriors came into the village bringing Captain John Smith a prisoner. They had captured him while

Captain
Smith a
prisoner

on an expedition up the Chickahominy River. They had started to kill the brave young captain at once, but he had held his Indian guide in front of him like a shield until the Indians caught him. Then he took out his pocket compass and showed the Indians the needle trembling under the glass. This astonished them so much

that they decided to take him to the village and present him to the chief.

Smith was kept prisoner for several days, while the Indians listened to his wonderful stories of what he could do. He told them about the sun and the moon, about the great ships that brought him to America, and the great cities across the ocean. He closely watched the Indians, and learned a great deal about the way they lived. Among those who listened eagerly to the wonderful stories was Pocahontas. She was only twelve years old, but had already learned to admire the white man.

Smith
amuses the
Indians

At last the day came to settle the fate of Captain Smith. He was led into the tent of Powhatan. The chief clothed in raccoon skins sat on a bench. Around him stood the warriors, some of whom had clubs in their hands. His wives sat around him, and before them burned the wigwam fire. Two stones were brought in and Smith was compelled to lie down with his head on them.

The sign was given to dash out the brains of the prisoner. The warriors approached, clubs in hand, to obey the order. But Pocahontas rushed forward, threw herself in front of the warriors, took Smith's head in her arms, and begged her father to spare his life. The old chief could deny his

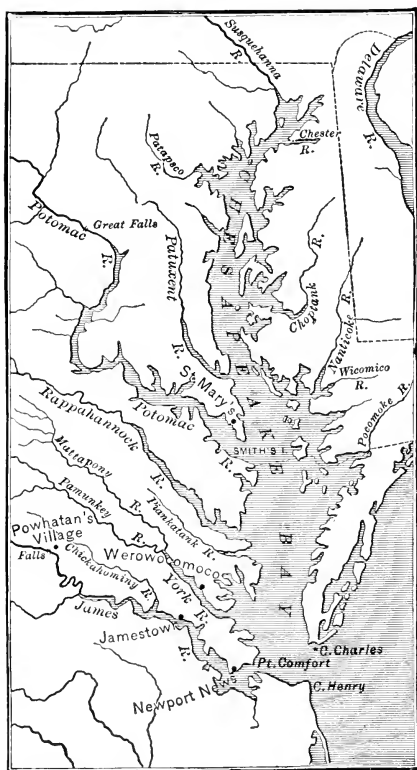
Pocahontas
saves his
life

daughter nothing. Smith was released and was adopted by Powhatan as a son.

After a while he was allowed to return to Jamestown. Pocahontas soon became the firm friend of the white men. She often came to Jamestown and

brought corn and vegetables to the colonists. She played about the village, and was greatly beloved by everybody. When she was grown Pocahontas became a Christian, and was baptized with the name of Rebecca. She was called Lady Rebecca, since she was a true princess, being the daughter of a king.

A young Englishman of Jamestown, named John Rolfe, fell in love with Pocahontas and asked Powhatan's consent to their marriage. The old chief agreed, and



SETTLEMENTS IN VIRGINIA

Marriage of
Pocahontas

there was a wedding which both Indians and white men attended. Rolfe and his Indian princess went to England and were received at court with great distinction. As they were about to return to their home in Virginia Pocahontas was taken ill. In a few days she died, leaving a little son. This son afterwards grew to be a man and came to Virginia. From him have descended some of the best families in that State.

QUESTIONS

Who was Pocahontas? How had Captain John Smith been captured? How had he saved his life? How did he entertain the Indians? What interest did Pocahontas show in him? How did Pocahontas save the life of Captain John Smith? What did Pocahontas soon become? How did she help the colonists? What did she become when she was grown? What name was given her? Whom did she marry? Describe the marriage. What became of Pocahontas?

LESSON 15

PROGRESS OF JAMESTOWN

CAPTAIN SMITH left Jamestown and went back to England. Then came a sad time, when the people had nothing to eat. It was called "The Starving Time." The hungry people ate rats, dogs, lizards, and whatever else they could find. The colony was reduced from five hundred to sixty, and

The starving
time, 1609-
1610

had it not been for the timely arrival of a ship with supplies, the whole colony would have perished.

After a while the colony began again to prosper. The people found that there was a great demand in England for tobacco. The colonists now turned their attention to its cultivation in quantities. Such was the demand that even the streets of Jamestown were planted with it. It became the money of the colonists. The salaries of the ministers and of the public officers, as well as the taxes, were paid in tobacco.

Twelve years after the settlement of the colony a Dutch ship appeared one day in the harbor of Jamestown. On board were twenty negroes that were sold to the colonists. This was the beginning of negro slavery in our country. The negroes were good field hands, being able to stand the summer heat better than the white man. They were easy to control, and not expensive to support. At that time the slave trade was not considered wrong. Even kings and queens gave it their sanction and encouraged ships to go to the coast of Africa to buy the unhappy negroes and sell them in any part of the world in which they could find a market. No one foresaw the consequences that would follow the purchasing of a few slaves by the colonists at Jamestown. None knew that it was the beginning of a system of slavery that was

Introduction
of slavery,
1619

to have a tremendous influence upon the history of our country.

In the same year that the slaves were brought, another event of great importance happened. Up to this time

**Wives for
the colonists,
1619**

there were few women in the colony, and the young men of Jamestown were anxious to establish homes. If they were to live permanently and happily in America they must have wives and children. Realizing this, the Company in England in charge of the colony sent out a ship, with ninety young women of good character,



THE WOOING OF THE MAIDENS

who were willing to come to America and marry the men of Jamestown.

There was great excitement when the ship arrived. The men dressed in their best and welcomed the maidens with great heartiness. No maid was compelled to marry against her consent, and each one could choose the husband that suited her. It was not long before ninety weddings were celebrated in Jamestown and vicinity. Each man willingly paid the Company the one hundred and twenty pounds of tobacco required to cover the cost of the passage of his wife to America. Other ships came over bringing wives for the colonists. The settlers now had homes and were content to remain permanently in the new world. From this time all went well at Jamestown.

QUESTIONS

Where did Captain John Smith go? What happened to the colonists? Describe the Starving Time. How many colonists were left alive? For what was there a great demand? Who first planted tobacco for sale? How was tobacco used for money? When and how was slavery introduced into Virginia? What can you say of the negroes? What was thought of the slave trade at that time? For what were the young men anxious? Who were sent over by the Company? What were the conditions of each marriage?

LESSON 16

NATHANIEL BACON AND HIS REBELLION

As Virginia grew in population, and the settlements increased in size and number, various governors were sent over to take charge of affairs. Among them was Sir William Berkeley (Berk'-lir), ^{William Berkeley} who was governor for over thirty years. He was a rough, hot-tempered, narrow-minded man, whom the colonists cordially disliked.

An extensive trade in furs had grown up between the settlers and the Indians. This Governor Berkeley found to be profitable, and so he refused to have the Indians punished for the massacre of men, women, and children in the outlying settlements. It was made unlawful for anyone to lead a body of soldiers against the Indians without a commission from the governor.

One of the colonists at Jamestown was a rich and popular young lawyer, named Nathaniel Bacon. Upon one occasion, after the Indians had been giving trouble, a crowd of citizens gathered and ^{Bacon, the leader} waited for some one to lead them. Seeing Bacon approaching, they called out, "Bacon! Bacon!" He agreed to lead them against the Indians, as well as to join them in their protest against the conduct of the governor.

Without the consent of the governor Bacon and his followers marched against the Indians and punished them. When Berkeley heard of it he was angry and declared Bacon a rebel and a traitor. Bacon did not care, and neither did the people. They were thoroughly aroused against the old tryant. They compelled him to order an election for a new assembly. Bacon was chosen a member. Many of the old oppressive laws were repealed and wiser ones were enacted in their stead. Bacon was also promised a commission to fight the Indians.

Fearing treachery on the part of the governor, Bacon assembled a party of five hundred men and paraded before the State-house. Berkeley came out, **Bacon and Berkeley** called Bacon a traitor and a rebel, and declared that he should not have his commission. To show that he was not afraid, Berkeley tore open his shirt front and baring his bosom dared the soldiers to shoot.

Berkeley wanted to fight Bacon, and challenged him to a combat with swords. Bacon replied: "I came not to hurt a hair of your head, and as for your sword, your Honor may please to put it up. I came for a commission to lead these men against the Indians." At last Bacon was given his commission.

Hardly had he left Jamestown to fight the savages, before Berkeley, in his rage, again declared him a

traitor and a rebel; whereupon Bacon marched back. Berkeley fled and tried to raise troops of his own to attack Bacon and his followers. To prevent Jamestown from falling into the hands of the oppressor, it was agreed to set fire to it. Some of Bacon's ^{Jamestown} men burned their own homes in their eager-^{burned, 1676}ness. But Bacon was seized with fever and died after a brief illness. Berkeley was soon after recalled to England by the king, and there was peace once more in Virginia.

QUESTIONS

What can you say of William Berkeley? How did he treat the people? Why did he refuse to have the Indians punished? Who was Nathaniel Bacon? How did he happen to become the leader? What did Bacon and his followers do? What did Berkeley do? What did the people compel Berkeley to do? What was Bacon promised? What did Bacon now do? How did Berkeley act? What did Bacon say to Berkeley? How did it happen that Jamestown was destroyed?

LESSON 17

THE SETTLEMENT OF PLYMOUTH

THIRTEEN years after the settlement of Jamestown a body of English Puritans landed on the coast of New England and founded the colony of Plymouth. This portion of the coast of the new world had been

explored several years before by Captain John Smith, and the region had been named by him New England.

These Puritans at one time had lived in England. They had left that country because their consciences would not permit them to worship God according to the methods of the English Church. They desired to purify the church of its evil

The Puritans



From Sargent's Painting

LANDING OF THE PILGRIMS

practices, and for that reason they were called Puritans. They were persecuted in England and their lives were so unhappy that they determined to leave their native land.



MILES STANDISH

Many of them moved to Holland to find a refuge from ^{The Pilgrims} persecution.

From that country a body of about one hundred came in the *Mayflower* to find in America freedom to worship God. On account of their wanderings they received the name of "Pilgrims." Before landing, the Pilgrims gathered in the cabin of the *Mayflower* and signed an agreement by which they pledged themselves to obey such laws as should be made for the government of the colony. They then chose one of their number, John Carver, to be governor for one year.

It was a cold December day when they landed at Plymouth. Rude cabins were built and covered with thatch. The cracks were filled with mud to keep out the biting wind. Oiled paper was used in the windows in place of glass. The weather was so cold that the women and children, and many of the men, had to remain on board the *Mayflower* until spring. During that first winter more than forty of them, including Governor Carver, died. The survivors were very brave, however, and in the spring, when the *Mayflower* set sail for England, not one of the Pilgrims returned with her.

Landing of
the Pilgrims,
December 21,
1620.

Among the leaders of the Plymouth colony was Captain Miles Standish. He was as brave as a lion in his dealings with the Indians, but tender-hearted as a child. At one time there were only seven people in the whole settlement well enough to work. Miles Standish cooked the food, nursed the sick, and even washed the clothes for the colonists.

Miles Stan-
dish

QUESTIONS

Who founded the colony of Plymouth? When? Who had explored and named this portion of the coast? Why had these Puritans left England? To what country had many of them gone? How many came to America in the *Mayflower*? For what purpose? What name did they receive? What agreement did they sign? Who was chosen governor? Describe the landing of the Pilgrims, and the cabins they built. Describe their sufferings. What can you say of Captain Miles Standish?

LESSON 18

MORE ABOUT PLYMOUTH

THE colonists of Plymouth were very happy when the spring came. They set about building more cabins, planting gardens and fields, and making friends with the Indians.

In the early spring an Indian named Samoset (Sām'ō-sět) walked into Plymouth and called out, "Welcome, Englishmen!" He had learned a little English from the fishermen on the coast of Maine. He ^{Samoset and Squanto} went away and returned with another Indian named Squanto. Squanto had once been stolen by traders and sold into slavery in Spain. An Englishman had rescued him and sent him back to his own people. For this reason he became the firm friend of the white men at Plymouth.

Squanto taught the Pilgrims how to plant their corn, and how to fertilize the ground by dropping a dead herring by the side of each grain. He also showed them how to catch fish. By his aid a treaty of friendship that lasted for more than fifty years was made with Massasoit (Mas'sa-soit), the Indian chief.

William Bradford had been chosen to succeed John Carver as governor of the colony. Canonicus ^{Bradford and Canonicus} (Can-ōn'ī-cūs) was the chief of the Narragansett Indians, a tribe unfriendly to the whites. Canonicus sent Governor Bradford a challenge in the shape of a

bundle of arrows tied with a snake skin. Bradford returned the snake skin filled with powder and shot. When Canonicus saw that Bradford was not afraid, he decided to let him and his brave men alone.

The first summer passed, the autumn came on, and the corn had ripened in the field. The Pilgrims had built their homes and the Indians were friendly. The colonists desired to show their gratitude to God by giving a week of Thanksgiving. The young men and the Indians shot deer and wild turkeys. The women gathered the corn and cooked the food. Under the trees the tables were spread. The men sat down with their Indian friends while their wives and the maidens served them. There were shooting matches and sports of all kinds, in which the Indians joined. It was our first Thanksgiving.

Eight years after the Plymouth colony was founded, a body of Puritans came from England and formed a settlement on the coast a few miles farther north.

Salem and Boston They named the colony Salem. Two years afterwards about one thousand more Puritans came over, under the leadership of John Winthrop, and made a settlement which they named Boston.

The colonies in New England grew in size and number as people came from England. By 1640 as many as twenty thousand colonists had found homes in what is now called the State of Massachusetts.

QUESTIONS

What did the colonists do when spring came? What can you say of Samoset? What can you say of Squanto? What did Squanto teach the colonists? What treaty of peace was made? Who succeeded Governor Carver? Who was Canon-icus? How did Governor Bradford treat the challenge of Canonicus? Describe the first Thanksgiving. What other towns were founded in New England? How many colonists had come to New England by 1640?

LESSON 19

EXILES FROM THE NEW ENGLAND COLONIES

ROGER WILLIAMS was a young Puritan minister who had left England on account of persecution. He preached first at Salem, but afterwards at Plymouth and in the other colonies. His views were much in advance of the religious ideas of the times. He did not believe that one should be forced to attend church, nor compelled to contribute to the support of religion. He denied the right of the king to grant the lands of New England to the colonists, saying that the soil belonged to the Indians. He preached so many strange doctrines that the General Court at Boston ordered him to return to England.

Roger Wil-
liams

Williams had already learned the Indian language. He had slept in the cabins, and eaten of the food of the savages. Instead of returning to England, he escaped



ROGER WILLIAMS AMONG THE INDIANS

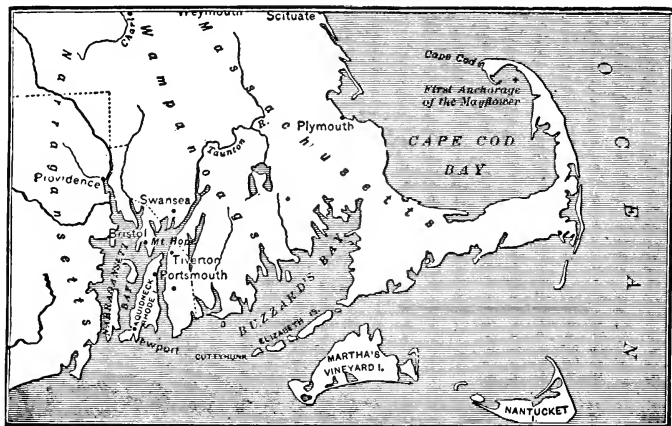
into the forest and sought his Indian friends. It was
in the heart of winter. Through snow and ice
he wandered until he reached the wigwam of
Massasoit. In the spring he, with five others,
went to Narragansett Bay and selected a place for a
colony. He named it Providence.

Providence
founded,
1636

Other settlers found their way to the home of the
exile. Land was bought from the Indians, who prom-
ised not to disturb the new settlement. This was the
beginning of the colony of Rhode Island

The men in Boston were accustomed to hold meetings to which women were not admitted. In these meetings they discussed religious and political matters. Mrs. Anne Hutchinson, a woman of talent and spirit, declared that women had a right to speak. Accordingly, she held meetings in her house and discussed public affairs. Her teachings were quite

**Mrs. Anne
Hutchinson**



SETTLEMENTS IN THE NEW ENGLAND COLONIES

different from those of the ministers, and soon the whole colony was divided into factions. Mrs. Hutchinson was exiled from the colony, as Williams had been. She made her way to the settlement of Roger Williams, and afterwards she and her followers founded colonies at Portsmouth and at Newport.

In the same year that Roger Williams founded Providence, another preacher, Thomas Hooker, dissatisfied with the government of Boston, gathered his congregation and started on a journey through the wilderness. They traveled slowly, driving their cows before them, and finally settled in the Connecticut valley, beginning the town of Hartford. Other colonists followed, and other towns were founded. These towns were united into one government and called Connecticut. These towns agreed to be governed by the provisions of a written constitution. It is the first time in history that a written constitution was adopted to create a government. It marked the beginnings of American democracy.

QUESTIONS

Who was Roger Williams? Where did he preach? What can you say of his views? In what did he not believe? What did he deny? What did the General Court order? Where did Williams go? What colony did he found? Of what state was it the beginning? What can you say of Mrs. Anne Hutchinson? What was the result of her meetings? To what settlement did she first go? What colonies did she and her followers found? What can you say of Thomas Hooker? What town did he and his congregation begin? What can you say of their written constitution?

LESSON 20

JOHN ELIOT, THE APOSTLE TO THE INDIANS

WHEN the colonists came to America they found Indians living in all parts of the country. Some of the Indian tribes were friendly, and some of them were hostile. With some the colonists made treaties of peace and friendship; with others there was constant war. The colonists lived in great dread of Indian uprisings. In those uprisings the Indians burned the dwellings and massacred the colonists without mercy or carried them away as prisoners.

Fear of the
Indians

To protect themselves, the colonists built stockade forts, consisting of a few houses surrounded by a tall fence. For further protection block-houses were also built. In these forts and block-houses the colonists found a refuge from danger, as well as a place from which they could fight the savages to advantage. In such constant watchfulness did the colonists live that it was the rule for the men always to have their guns at hand. They carried their guns to the field when they went to work, and took them to church when they went to worship.

Forts and
block-houses

It was not the purpose of the English colonists to make war on the savages, as the Spaniards had done. The English desired peace and were anxious to teach the savages to live a civilized life.

John Eliot

For this purpose schools were established for the Indians and preachers were sent to their villages. Among the most noted of these preachers was John Eliot, the "Apostle to the Indians."

John Eliot came from England eleven years after the settlement of Plymouth. He had been a busy student at college and had diligently studied different languages. For fourteen years he devoted himself to the study of the Indian language, and wrote for the Indians a translation of the Bible.

Eliot's Bible is a curious book, very rare and costly at the present day, and one which very few can read.

Eliot's Bible To designate a good chief, such as Joshua or Gideon, Eliot used the word "mugwump," a word which we sometimes hear at the present day.

After he had been in Massachusetts for fifteen years Eliot began preaching to the Indians in their own language. He went from village to village, **Preaching to the Indians** gathered the Indians under the trees, and preached to them by the hour. The Indians were kept awake by the distribution of presents. His sermons were very long. The savages could ill appreciate a religion that kept them from slaying and scalping their enemies. Some were converted, but others listened with scorn.

After twenty years of preaching the number of the converted or "praying Indians," as they were called in

derision, reached four thousand. These were mainly from the weaker tribes in New England. The great tribes of Wampanoags and Narragansetts, which gave so much trouble, furnished few converts.

QUESTIONS

What did the colonists find on coming to America? What was the difference between the Indian tribes? Of what were the colonists in constant dread? How did the colonists protect themselves? What was the rule about having guns? How did the English desire to treat the savages? What were established among the Indians? Who were sent to their villages? Who was John Eliot? What did John Eliot study? What did he translate into the Indian language? What word do we get from Eliot's Bible? Describe Eliot's preaching to the Indians. How many converted Indians were there in twenty years? What can you say of them?

LESSON 21

KING PHILIP'S WAR

MASSASOIT, the chief of the Wampanoags, was the true friend of the settlers of New England. He had two young sons whom he brought to the governor at Plymouth, saying, "I wish you to give English names to my boys." The governor named one of them Alexander and the other Philip. After Massasoit died Alexander became chief in his stead. The people of Plymouth heard that Alexander

Alexander
and Philip

was plotting mischief and sent for him. He came reluctantly, and proved that he was innocent of the charges against him. On his way homeward he was seized with fever and died. The Indians, however, thought that he had been poisoned, and began to plot revenge against the whites.

Philip became chief and nursed his wrath for years. All the Indians, including the Narragansetts, resolved on an uprising against the whites. One Sunday a party of Indians attacked the town of Swansea, and murdered some of the people as they were coming from church. A dreadful war, led by King Philip, as he was called, and known as King Philip's War, now ensued. Many towns were burned, and over six hundred white men were killed or captured by the Indians. As for the savages their losses were even greater.

At length Philip and his followers were chased into a swamp in Rhode Island. One of Philip's braves advised him to surrender. For this advice the chief lifted his tomahawk and struck the Indian dead. The brother of the slain warrior swiftly crept through the bushes to the camp of the white men and offered to guide them to the hiding place of King Philip.

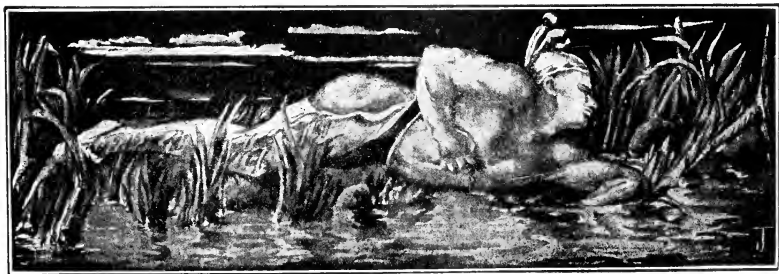
The party soon reached the place in the swamp where the chief was concealed. As soon as Philip saw them he started to run, but the Indian guide raised his

rifle and shot him through the heart. Philip fell forward into a pool of water and his followers took to flight. His head was cut off and sent to Plymouth, where it was exposed upon a pole in the village green. This was the end of King Philip's War. Many of the captives, including the nine-year-old son of Philip, were sold as slaves. The power of the Indians in that part of the country was broken forever, and the colonies were left to prosper in peace.

Death of
Philip

QUESTIONS

What can you say of Massasoit? What names were given his two sons? Describe the circumstances of Alexander's death. Who then became chief? Upon what did the Indians resolve? Describe the attack on Swansea. What war ensued? By whom was it led and what was it called? What happened during that war? What losses were sustained? Describe the death of King Philip. What became of many of the captives?



DEATH OF KING PHILIP

LESSON 22

THE SETTLEMENT OF NEW AMSTERDAM

WE have seen that the English settled in Virginia, and in New England. Let us now learn how the Dutch founded an American colony that has since become the great city of New York.

Two years after Jamestown was settled, and eleven years before the Pilgrims landed at Plymouth, a Dutch ship, commanded by Henry Hudson, an Englishman, entered what is now New York Bay. The ship was named the *Half Moon*. Hudson had been sent out by a Dutch Company, known as the East India Company, to find a short way to China. He did not know how far west the new world extended, but hoped to find some strait that would allow his vessel to pass through to the Pacific Ocean.

His ship entered the mouth of a river which in his honor was afterwards named the Hudson River. The *Half Moon* sailed up this river as far as the present city of Albany. Here it became evident to Hudson that there was no chance of reaching China by this route. Accordingly, he sailed down the river and returned to Holland.

Explores the
Hudson
River, 1609

When Hudson reported to the Dutch Company what explorations he had made, they at once claimed all the land on both sides of the Hudson River. Colonists were

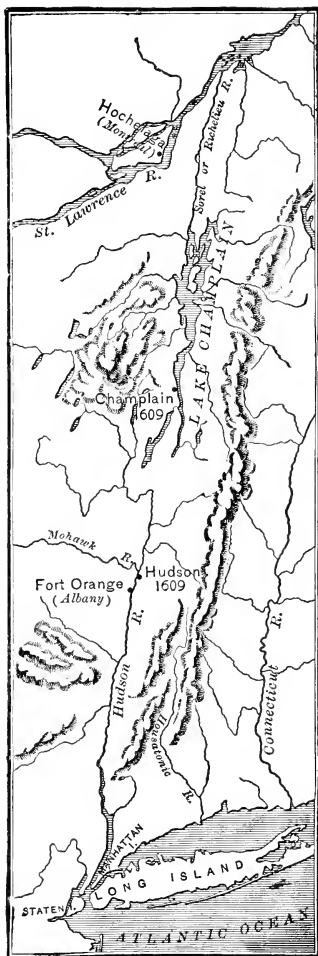
sent over to establish posts for trading with the Indians. The savages were eager to exchange valuable furs for cheap trinkets, glass beads, pocket - knives, and brass jewelry.

A trading post was established on the lower end of Manhattan Island.

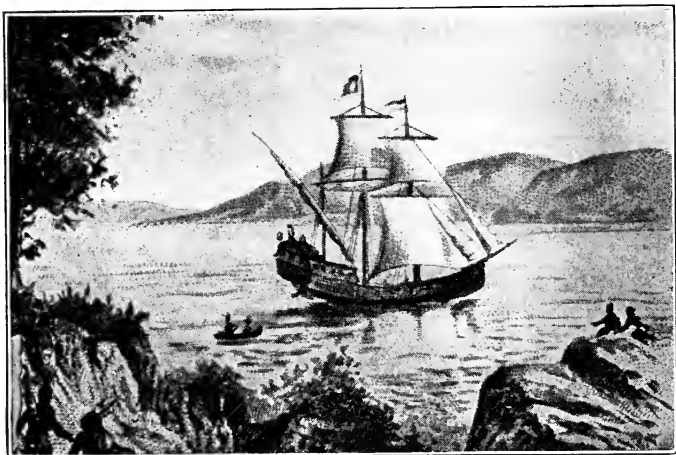
New Amsterdam, 1614

This settlement was named New Amsterdam, after the city of Amsterdam in Holland. It was on the site of the present city of New York. The Indians were persuaded to sell the entire island to the Dutch for a lot of cheap trinkets, worth about twenty - four dollars. The entire region claimed by the Dutch was called New Netherland.

The thrifty Dutch soon started a prosperous trade with the Indians. They lived peaceably with them, buying



THE SETTLEMENT OF NEW YORK

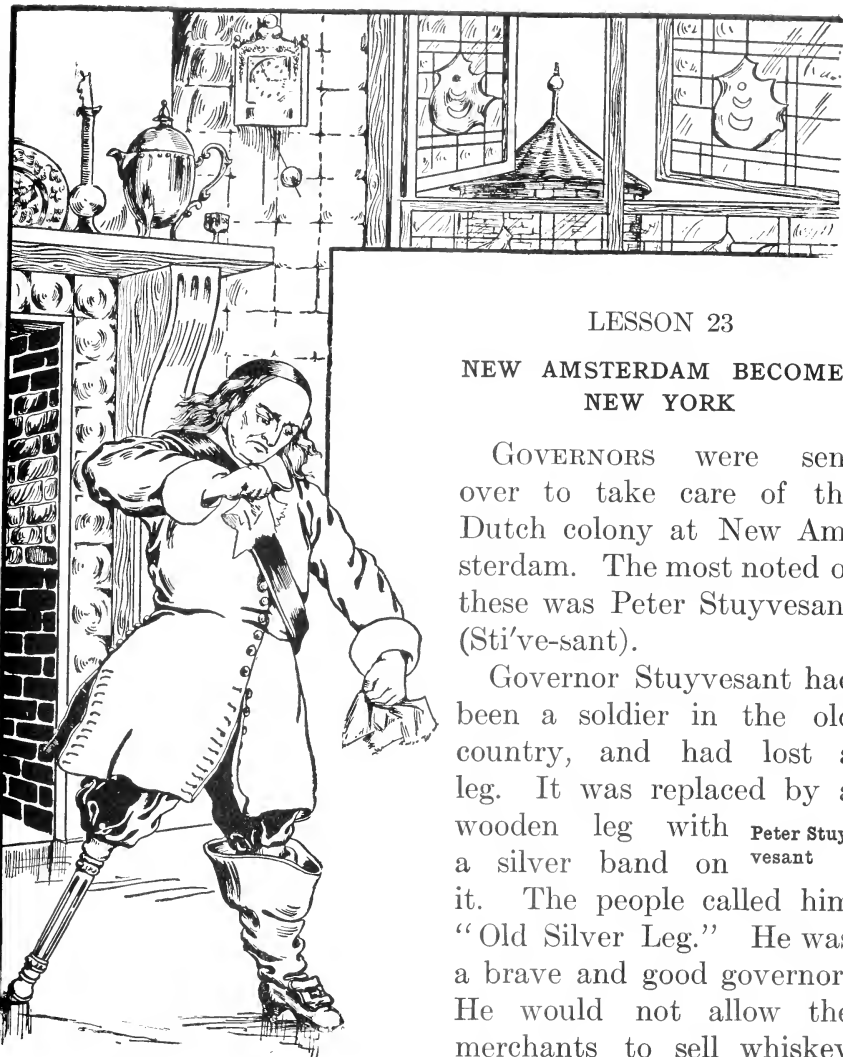


HENRY HUDSON EXPLORES THE HUDSON RIVER

their lands for almost nothing, and trading gaudy jewelry for costly furs. The settlements increased in number, and New Amsterdam grew into importance as a colony as well as a trading post.

QUESTIONS

Of what are we now to learn? What ship entered New York Bay, and when? What was the name of the ship? Of what was Hudson in search? What did he hope to find? How far did the *Half Moon* sail? What did Hudson then do? What did the Dutch then claim? For what purpose were posts established? For what were the savages eager? Where was a trading post established and what name was given to it? For how much was Manhattan Island purchased? What name was given to the entire region? What can you say of the Dutch? What can you say of the settlements?



PETER STUYVESANT

LESSON 23

NEW AMSTERDAM BECOMES NEW YORK

GOVERNORS were sent over to take care of the Dutch colony at New Amsterdam. The most noted of these was Peter Stuyvesant (Sti've-sant).

Governor Stuyvesant had been a soldier in the old country, and had lost a leg. It was replaced by a wooden leg with a silver band on it. The people called him "Old Silver Leg." He was a brave and good governor. He would not allow the merchants to sell whiskey

to the Indians. He compelled everybody to go to church, and established schools for the children. Though he was a good governor, he was cross and high-tempered. If the people did not behave to suit him, he berated them soundly and punished them severely.

The Dutch lived very comfortably in New Amsterdam. They built wind-mills for grinding corn, and breweries for making beer. They had queerly shaped houses, with odd looking gables. In front were little stoops or porches on which the stolid Dutch merchants sat in the evenings and smoked their long pipes. Inside the houses were huge fireplaces, where great logs of wood burned in the winter time. The floors were scoured as clean as soap and sand could make them.

The Dutch were a peaceable people. They planted their gardens, pastured their cows, indulged in their sports, and desired to be let alone in their new homes. They introduced into America the custom of celebrating Christmas by the giving of presents, and of paying calls on New Year's Day, to wish one's friends a happy and prosperous year. Many of the names of the old Dutch families are proudly borne by their descendants.

The English had by no means given up their claim to the land on which the Dutch had settled. Cabot had explored all the territory which the Dutch

Dutch life in
New Amsterdam

had named New Netherland, and the English still considered it as their own. For many years they paid no attention to the quiet Dutch at New Amsterdam. At last, when fifty years had passed and the Dutch colony had become of some importance, England decided to demand the territory from them. Accordingly, one day some English ships sailed into the harbor of New Amsterdam. The commander of the ships wrote a demand to Peter Stuyvesant to surrender the town to the English. Governor Stuyvesant was in a rage and refused to surrender. He strode around, tore up the paper containing the demand, and stormed at the people who were willing to surrender.

The English demand the territory

The people, however, were tired of Peter Stuyvesant and agreed to surrender to the English. Accordingly, the English soldiers marched in and took possession of the place. All the Dutch territory was given by the King of England to his brother, the Duke of York. The name of the territory and of the town was changed to New York. New York has grown to be one of the great cities of the world.

New York,
1664

QUESTIONS

Who was the most noted of the governors of New Amsterdam? What can you say of Peter Stuyvesant? What were some of his rules? What can you say of his temper? What did the Dutch build? Describe their homes. Describe the life

of the Dutch. What customs did they introduce into America? What claim did the English still maintain, and why? When did they decide to demand the territory? How was the demand made? How did Governor Stuyvesant treat the demand? What did the people do? What name did New Amsterdam receive?

LESSON 24

LORD BALTIMORE AND THE COLONY OF MARYLAND

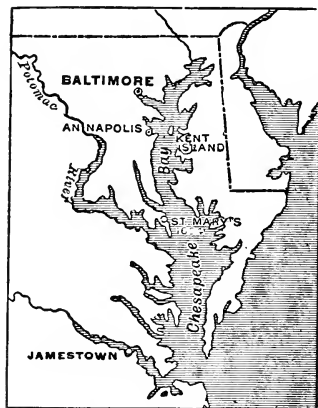
AMONG the religious sects that were persecuted in England were the Roman Catholics. Members of this **Catholics in England** sect had no religious or political rights in England. Often they were treated harshly, were compelled to pay heavy fines, were thrown into jails, and were driven from place to place. Naturally they desired to find a place where they could worship undisturbed.

Among the Catholics in England was George Calvert. He was a friend of the king, and had been **George Calvert** granted the title of Lord Baltimore. Lord Baltimore desired to found a colony in America for his persecuted brethren. He visited the colony in Virginia, looking for a suitable place, but was told there that he would have to take an oath acknowledging the King of England to be the head of the church. "I cannot take that oath," said he. "I

am a loyal subject of the King of England, but I acknowledge the Pope to be the head of the church." After this declaration Lord Baltimore had to retire from Virginia.

He went back to England and persuaded the king to grant him a tract of land north of the Potomac

Maryland River for a Catholic colony. The king made the grant and named the territory Maryland, in honor of his queen, Henrietta Maria, who was a good Catholic. Lord Baltimore died soon after, and his plans were carried on by his son, Cecil Calvert, the second Lord Baltimore.



SETTLEMENT IN MARYLAND

The charter of the colony contained very liberal provisions. Lord Baltimore was the proprietor of the land, with little or no dependence upon the king. He and the colonists were allowed to make whatever laws they chose. All religions were to be tolerated, Protestant as well as Roman Catholic. In token of his allegiance, Lord Baltimore was required to send each year to the king two Indian arrows.

Cecil Calvert decided to send his brother, Leonard,

with the colonists. Two vessels, the *Dove* and the *Ark*, brought over two hundred colonists, who landed near the mouth of the Potomac River and founded the town of St. Mary's. This was twenty-seven years after Jamestown was settled. The Indians were very friendly and welcomed the colonists. Lands already cleared were given to the newcomers. The Indians showed the men how to plant corn. The squaws taught the women how to make "pone" and "hominy." At the first harvest the colonists sent a shipload of corn to New England in exchange for a cargo of codfish. There was no starving time in Maryland, and no trouble from the Indians, as had been the case in some of the other colonies.

St. Mary's continued to be the capital of Maryland for a long time. After a while the capital was moved to Annapolis, and St. Mary's went into decay.

Baltimore,
1729

After the lapse of nearly a hundred years the great city of Baltimore was begun and named for the noble founder of the colony of Maryland.

QUESTIONS

What can you say of the persecution of the Roman Catholics in England? Who was George Calvert? What title had he acquired? What did he desire? What colony did he visit? What oath was he asked to take? What did he say? What then did he do? What grant of land was given to him? What

was the land named, and for whom? What were some of the provisions of the charter? Where did the colonists land? What town was founded? What can you say of the Indians? How did the colony prosper? What city became the capital after a while? When was Baltimore founded?

LESSON 25

WILLIAM PENN AND THE COLONY OF PENNSYLVANIA

ANOTHER religious sect in England that suffered persecution was the Society of Friends, or Quakers, as they are commonly called. They lived a very simple life, dressing in the plainest clothes, and living on the simplest fare. They addressed every man by his given name, and said, "thou" and "thee" instead of "you." They did not believe in war, or in going to law to settle their difficulties. They kept their hats on in church, and would not remove them in the presence of even a king. The Quakers were not allowed to hold meetings within five miles of any town, were hooted at on the streets, and many were thrown into filthy prisons.



WILLIAM PENN

Among the Quakers was William Penn, a young man of distinguished family. His father was an admiral in the navy, and a friend of the king.

William Penn

Penn's father was mortified at his son's becoming a Quaker, and was so angry that he drove him from home. The young Penn became a Quaker preacher, and wrote books in defence of their customs. When the old admiral saw that his son could not be changed from his purpose he allowed him to return home.

When Admiral Penn died, his son William inherited his fortune. The king owed the estate a large sum of money which he could not readily pay.

**Pennsylvania
granted and
named**

William Penn proposed to the king that he settle the debt by making a grant of land in America in payment. Upon this land Penn intended to found a colony for the persecuted Quakers. The king agreed to this, and after making the grant he named the territory Pennsylvania, or Penn's Woodland, in honor of the admiral, William Penn's father.

The story is told that when Penn was ready to start for America, he went to pay his respects to the king. The king jokingly told him that

**Penn and
King Charles**

he would never see him again, since, in all probability, the savages would kill him. "I shall be friends with the savages," replied Penn, "and as I intend to pay them for their lands they will not dis-

turb me." The king was astonished, and asked Penn why he intended to buy lands that were the king's by right of discovery.

"Discovery!" said Penn, "Suppose a canoe full of savages had landed in England, would they own the realm by right of discovery?" To this the king made no reply.



SETTLEMENT IN PENNSYLVANIA

Three shiploads of colonists were sent over to America at once. Penn himself soon followed with another shipload. Sailing up the Delaware River he came to a place which he chose for the site of a town. He named it Philadelphia, which means brotherly love. Colonists poured into this new town so rapidly that in four years it was larger than New York.

QUESTIONS

What can you say of the Quakers? How did they live? What was their form of address? In what did they not believe? What were they not allowed to do? Who was William Penn? How did his father treat him? What did Penn become? What inheritance did Penn receive? What did Penn

propose to the king? What name did the king give the territory granted to Penn? Tell the story of Penn's reply to the king. What city was founded by the Quakers? What does the name mean? How rapidly did it grow?

LESSON 26

PENN'S TREATY WITH THE DELAWARES

A FEW months after landing Penn called the chiefs of the Delaware Indians together in order to form a treaty of peace and friendship with them.

Penn meets
the Dela-
wares

The meeting occurred on the banks of the Delaware River, under a great elm tree. The Indians sat on the ground in a half circle, while Penn and his Quaker friends, who had come to the meeting unarmed, addressed them. He called them friends and brothers, and compared the red men and the white men to different parts of the human body, all dependent upon each other, and each dependent upon all.

The red men were deeply impressed by his words, and promised to live in peace with the Quakers as long as the sun and the moon gave light. This

Penn's
treaty, June
23, 1683

treaty was faithfully kept by both parties. The Indians learned to love the Quakers, until it is said that the Quaker dress was a better protection from the Indians than a gun, and that when an Indian wished to express his admiration for a white man he would say, "He is like William Penn."

The great elm under which the treaty was made remained standing for a hundred and twenty-seven years, when it was blown down in a storm. The city



WILLIAM PENN MAKES A TREATY WITH THE INDIANS

of Philadelphia has grown up around the place, and a monument marks the spot where the great treaty was made.

Penn always bought the lands from the Indians. He never took any territory by force. Upon one occasion he bargained for a tract of land as far from the Delaware as a man could walk in three days. Penn

and a few friends, accompanied by the Indians, walked thirty miles in a day and a half. The rest of the journey was left to be completed later. Long after Penn's death, the whites employed a famous hunter to finish the walk. He covered sixty miles in the remaining day and a half, greatly to the chagrin of the Indians.

The boundary line between Pennsylvania and Maryland was a matter of dispute for many years. It was finally agreed to leave the matter to two
**Mason and
Dixon's line,
1763-1767** surveyors named Mason and Dixon, who ran a line between the two colonies. This line became known as Mason and Dixon's line. At every mile a stone was set in the ground; on the north side the letter "P" was carved, and on the south side the letter "B" was carved. One letter stood for Penn and the other for Baltimore. This boundary line in after years became famous as the dividing line between the slave states in the South and the free states in the North.

QUESTIONS

Describe the great treaty with the Indians. What regard did the Indians show the Quakers? What did they think of William Penn? What became of the great elm? Describe one of the bargains with the Indians for land. Describe Mason and Dixon's line. For what did it become famous in after years?

LESSON 27

THE CAROLINA COLONIES

BETWEEN the Spanish settlements in Florida and the English settlements in Virginia there was a large territory, much of which was disputed ground. The Spanish claimed it as a part of Florida; the English claimed it as a part of Virginia. We shall see that the English paid no attention to the claims of the Spanish.

A few Virginians had ventured to make settlements along Albemarle Sound, and emigrants from New England and elsewhere had formed a colony at the mouth of Cape Fear River.



SETTLEMENTS IN THE FAR SOUTH

After the northern colonies were settled and flourishing, and when Virginia was about fifty years old,

Charles II, King of England, granted all the territory between Virginia and Florida to eight of his friends.

Carolina granted, 1663 The territory had already been named Carolina, and this name was retained in the grant. The settlements along Albemarle Sound were organized into the Albemarle Colony. This colony was the beginning of the state of North Carolina.

The settlements at the mouth of the Cape Fear River became known as the Clarendon Colony. In a few years a body of emigrants from England sailed up the Ashley River and founded a settlement which they named Charlestown in honor of the king. This last settlement became the city of Charleston and was the beginning of the state of South Carolina.

Colonists came rapidly into Carolina. From Virginia came settlers looking for homes and adventures.

Growth of the colony From New England came colonists seeking a mild climate, a fertile soil, and freedom from the severe laws of the Puritans. A large body of French Protestants, escaping from political and religious persecution, came to find homes in Carolina. There were colonists also from the West Indies, England, and Scotland.

The proprietors asked John Locke, a famous philosopher, to draw up a plan of government for the colony of Carolina. Locke made an unwise plan, by which lords and nobles were to control the land and

make the laws. The common people were to have no voice in the government. The plan was known as the Grand Model. For

The Grand Model

twenty years the proprietors tried to work this plan, but the people were so much opposed to it that it was abandoned.

The people of Carolina soon found profitable occupation in the rich pine forests that yielded lumber, tar,

Tobacco, rice, pitch, and tur-
and slavery

entine. Tobacco grew abundantly in the northern colony, and became a source of wealth to the people. A ship from Madagascar brought a bag of rice to Charleston. The grains were planted and the result was a great success. The rich, swampy lands on the

coast were well suited to the cultivation of rice and it rapidly grew into importance as a crop. To culti-



THE ORIGINAL RICE MILL

vate the tobacco and rice, slaves were brought into the colony. So profitable was their labor that the great planters of the Carolinas had large numbers of negro slaves on their plantations in South Carolina. At one time the slaves quite outnumbered the white people.

After many years the proprietors surrendered their rights to the King of England, and Carolina was divided into two royal provinces, North Carolina and South Carolina.

QUESTIONS

What can you say of the territory between Florida and Virginia? What settlements were made along the coast? What grant was made by Charles II? What name had already been given to this territory? What colonies were organized? What colony was the beginning of North Carolina? What colony was the beginning of South Carolina? Mention some of the colonists that came to South Carolina. What was the plan of government prepared by John Locke? What became of it? What occupations did the people of South Carolina find profitable? What can you say of the cultivation of rice? What can you say of the slaves? Into what two royal provinces was Carolina divided?

LESSON 28

JAMES OGLETHORPE AND THE COLONY OF GEORGIA

MANY years ago it was the custom in England to imprison persons for debt. If a man was unfortunate and owed money which he was unable to pay, his creditor had the right to put him in prison until the debt was in some way paid. In this way there were many unhappy persons in the jails of England who suffered great hardship on account of their misfortunes.

James Oglethorpe was an English soldier and statesman who became deeply interested in the condition of these unhappy debtors. He visited the jails and heard their stories and resolved to do something to aid them. Knowing there was plenty of land in America, he petitioned the king, George II, for a grant of territory between South Carolina and Florida in which he could found a colony for the poor people of England. The grant was readily made, and the territory was named Georgia in honor of the king.

Many persons wished to join the colony. Oglethorpe received no debtor without the consent of his creditor, no criminals or wicked persons were accepted, and no person was admitted who would leave others dependent upon him for support. Oglethorpe collected thirty-five families, containing one hundred and thirty persons, and sailed with them to Georgia.

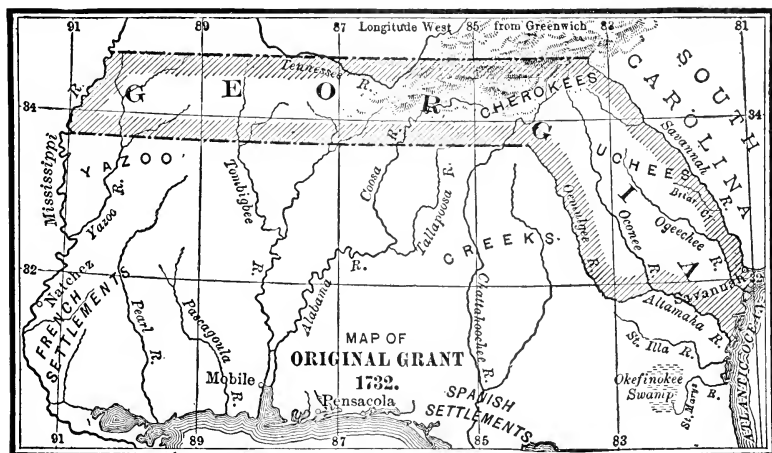


JAMES OGLETHORPE

The colonists landed first at Charleston, where they were entertained by the people of that place. Oglethorpe took a few friends and went in an Indian canoe to find a site for his colony. He rowed up the Savannah River to a bluff eighteen miles from the mouth, and landed. Here he

Savannah
founded,
1733

found a village of Yamacraw Indians and a trading post. Oglethorpe and the Indians became friends, and after a short while he brought the colonists to their new homes. The settlement was named Savannah.



MAP OF THE ORIGINAL TERRITORY OF GEORGIA

Oglethorpe treated the Indians with great kindness. One of them said: "We love him because he has given us everything we wish. He has given me the coat off his back and the blanket from under him." One day an Indian strolled into the village and some one asked him if he was not afraid. To this he replied, "I was never afraid among my enemies why should I fear when with my friends?"

The colony of Georgia was open to the oppressed of all nations. Scarcely had Savannah been laid out when forty Jews joined the colony. A few months afterwards a ship arrived bringing a band of Salzburgers (Söltz-burg-ers), who had been driven out of Germany on account of their religion. They were given a home on the river, twenty-five miles

Other colo-
nists in
Georgia



THE PERSECUTED OF ALL LANDS WERE WELCOMED TO GEORGIA

above Savannah. Later on, Swiss, Moravians, and Scotch Highlanders were given grants of land along the coast. In this way Georgia was settled and soon became a flourishing colony.

QUESTIONS

What was the custom in England regarding debtors? Who was James Oglethorpe? What did he do? For what did he petition the king? What name was given the territory granted? What persons did Oglethorpe admit to his colony? How many families were collected? How many persons? Where did the colonists first land? Where did Oglethorpe select the site for his colony? What did he find there? What was the name of the settlement? Describe the way he treated the Indians. What other colonists joined the colony of Georgia?

LESSON 29

THE SPANISH INVASION OF GEORGIA

THE Spaniards in Florida threatened to invade Georgia, and to destroy Savannah and the other towns. Oglethorpe did not wait for them to carry out their threat, but sailed with a body of soldiers to St. Augustine and bombarded the place. For twenty days his cannon threw shot and shell into the city, until over four hundred Spaniards had been killed. Oglethorpe then returned with his army to Georgia, having lost only fifty men.

Oglethorpe
attacks St.
Augustine

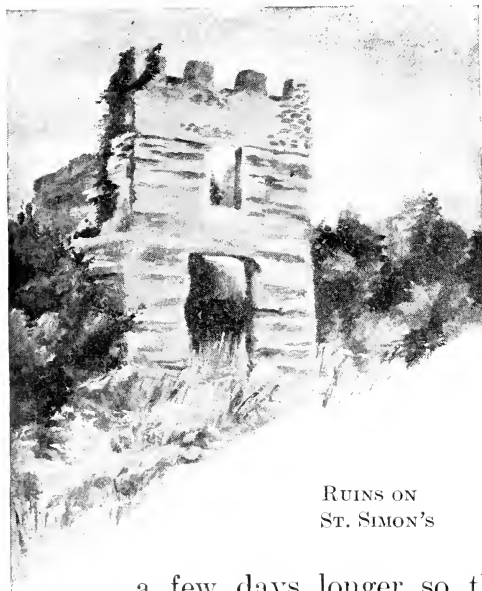
Two years later a Spanish army of five thousand men landed on St. Simon's Island, determined to exterminate the colony there. Oglethorpe had scarcely a thousand men to oppose them. He laid an ambush for the Spaniards, into which they marched. A deadly fire was poured upon the unsus-

Bloody Marsh

pecting enemy, who fled into the woods leaving nearly three hundred dead. The locality was afterwards called Bloody Marsh.

One of Oglethorpe's men had deserted and gone into the Spanish camp. The general knew that the de-

serter would inform the Spanish of the small size of his army, and thereupon resolved to defeat his purpose, if possible. Accordingly, he wrote to the deserter a note, telling him to be sure to inform the Spanish that his army was small, and to keep them on the island for



RUINS ON
ST. SIMON'S

a few days longer so that he could attack them.

He gave the letter to a Spanish prisoner, and set him free, asking him to deliver it to the deserter. Of course the letter was a decoy letter, and, as Oglethorpe suspected, was carried by the prisoner to the Spanish

headquarters. It produced great alarm in the Spanish camp. The commander thought that the deserter had deceived him, and that Oglethorpe had an immense force and would swoop down on him and capture or kill his whole army. End of the Spanish invasion

Therefore, in great haste the Spanish packed up and sailed away, leaving Oglethorpe in possession of the island. This ended the Spanish invasion of Georgia, and Spain made no further claim to the territory of Georgia. The question of the Spanish claim to any part of Georgia territory was settled forever.

Oglethorpe lived in Georgia for over ten years. He then returned to England, where he spent the remainder of his life in comfort, dying at the advanced age of ninety-six. He was one of the noblest men connected with the early history of our country.

Thus we see that the English colonies were firmly established along the Atlantic coast from New England to Georgia, and that the Spanish were confined to the territory of Florida. We shall see further on in our story how both the French and the Spanish finally gave up all the territory they owned in America.

QUESTIONS

What did the Spanish threaten to do? What did Oglethorpe do? What happened at St. Augustine? What were the losses on both sides? Describe the battle of Bloody Marsh. What

had one of Oglethorpe's men done? What note did Oglethorpe write him? To whom did he give the note, and what did he tell him? What became of the note? What effect did it have? What did the Spanish do? What did this put an end to? What can you say of the last days of Oglethorpe?

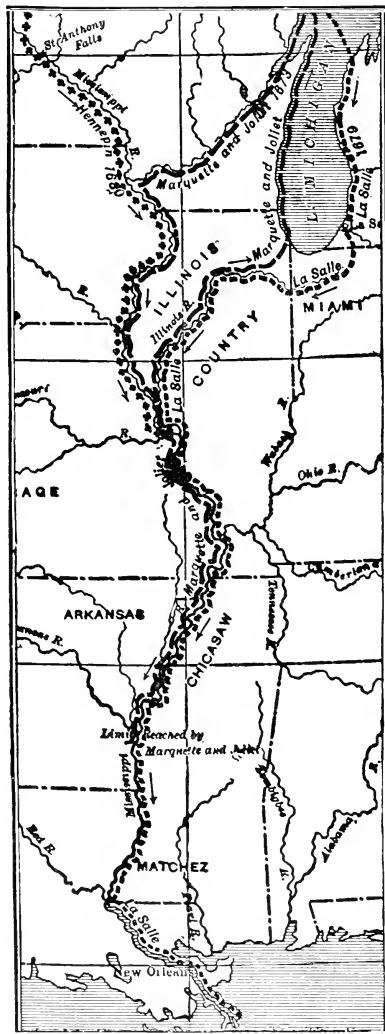
HOW THE FRENCH LOST AMERICA

LESSON 30

MARQUETTE EXPLORES THE MISSISSIPPI

WHILE the English were making settlements in America, the French were by no means idle. A French navigator had explored the Atlantic coast and another had discovered the St. Lawrence River. About the time that Jamestown was settled, Champlain (Shăm-plain'), a noted French soldier, had sailed up the St. Lawrence River and founded the town of Quebec. Settlements had been made elsewhere in Canada, along the St. Lawrence River and as far as the Great Lakes. All the northern part of America by this time was claimed by the French, and Quebec had grown to be an important colony. The French
in Canada

Among the French priests was Father Marquette (Market'). He and other priests built Catholic mission houses along the Great Lakes. These were little chapels made of bark, surmounted by a cross, and containing an altar. Here the good priests preached to the dusky warriors in the Indian language, trying to convert them from their savage ways. The Indians were friendly to the



EXPLORERS ON THE MISSISSIPPI

priests but did not take kindly to the religion of peace and good-will.

The Indians told Marquette about a great river many miles to the west. No one could tell him into what waters it flowed.

One day a Canadian trader, **Marquette and Joliet**, Joliet (Zhōl-yā') came to the mission where Marquette was, and together they made plans to find out whether the river flowed into the Gulf of Mexico or into the Pacific Ocean. They did not know they were to explore the great river which De Soto had discovered, and which we call the Mississippi.

Early in the spring Marquette and Joliet started on their voyage. They had two canoes and five

**Exploring
the Missis-
sippi, 1673**

boatmen. The weather was beautiful. They glided down the Wisconsin River until they came to the muddy waters of the Mississippi. On the broad bosom of this mighty stream for many days and weeks their frail canoes continued their voyage. Their course was southward. Sometimes they paddled under the shadows of great trees, then by the side of open prairies, then under overhanging bluffs. Every now and then the party would land to cook a hasty meal, but they generally slept in the canoes for fear of prowling savages and wild beasts.

One day they saw footprints on the shore. Marquette and Joliet followed the tracks until they came to an Indian village, whose inhabitants were astonished to see the white men. The Indians were friendly, and gave them plenty of food and buffalo skins. The Indians urged the white men not to go farther down the river, telling them of demons which guarded the passage.

Marquette and Joliet, however, left their newly found friends and continued their voyage. They passed the mouth of the Missouri and of the Ohio and came to the mouth of the Arkansas. At this point the Indians told the voyagers of unfriendly tribes farther down, who would not let them pass. By this time Marquette and Joliet were quite sure that the river flowed into the Gulf of Mexico. They also feared that if they went farther they might fall into the hands of

the Indians or of the Spaniards. Accordingly, they resolved to return to Canada.



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MARQUETTE AND JOLIET EXPLORE THE MISSISSIPPI

The return journey was very wearisome. Joliet finally reached Canada and told the governor at Quebec of his adventures. Father Marquette returned to his mission. Nearly two years later the good priest started on a missionary journey along Lake Michigan. Worn out by work and hardship, he was so ill that his companions had to lift him into the canoe. One day they passed the mouth of a small stream and he begged the boatmen to put him

Death of
Marquette

ashore. The party landed, and a rude hut was built for the dying priest. As he knelt to pray, the men walked away a short distance and left him alone. When they came back Father Marquette was dead. A river near the place where he died now bears the name of this noble missionary priest.

QUESTIONS

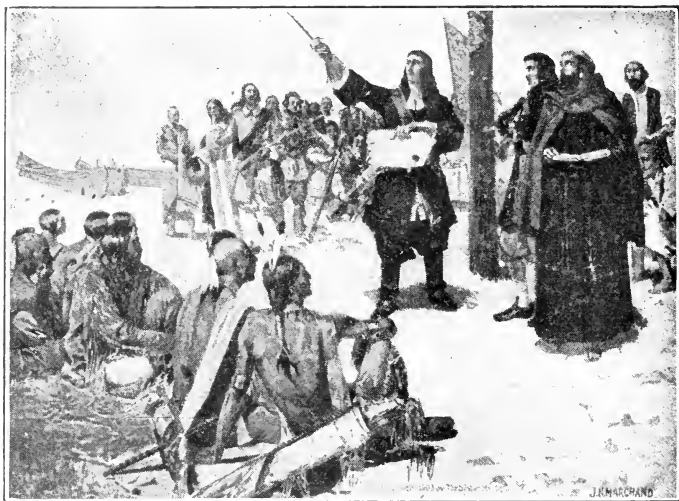
What city had Champlain founded? What settlements had been made by the French? What can you say of the northeastern part of America? Who was Father Marquette? Describe a mission. How did the Indians treat the missionaries? What did Marquette resolve to do? Who joined him? Describe the beginning of their voyage. Describe their voyage down the Mississippi. Describe their reception at the Indian village. To what point did they go on their voyage? Why did they turn back? What did Joliet do? What became of Father Marquette?

LESSON 31

THE FRENCH CLAIM LOUISIANA

NINE years after the voyage of Marquette and Joliet, La Salle (Là Säl'), a bold French explorer living in Canada, started out with a fleet of canoes and a company of Frenchmen and Indian guides, to complete the exploration of the Mississippi.

After much wandering and many adventures, covering a period of several years, the explorer came to the



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LA SALLE AT THE MOUTH OF THE MISSISSIPPI

mouth of the Mississippi River. A short distance above the mouth of the river La Salle and his men landed. A cross was raised bearing the arms

La Salle
reaches the
mouth of the
Mississippi,
1682

of France. La Salle assembled the men around him and proclaimed in a loud voice,

"In the name of Louis the Great, King of France, I take possession of this country." He then named it Louisiana in honor of Louis XIV. The people shouted, "Long live the King!" Volleys of musketry were fired, hymns were chanted, and a leaden plate was buried in the earth, upon which was written, "Louis the Great reigns."

In this way did France establish a claim to all the territory drained by the Mississippi, Missouri, and other tributary rivers. It was a vast tract of land, many times larger than the possessions of the English in America.

Eleven years passed before the French undertook to colonize Louisiana. The French king placed four ships and two hundred colonists under command of Iberville (Ē-ber-vēl'), a Canadian, who ^{Iberville} had risen to prominence in the naval service of France, with instructions to found a colony at the mouth of the Mississippi. Iberville sailed across the ocean, through the Gulf of Mexico, and proceeding carefully along the coast, determined not to miss the mouth of the Mississippi.

The party entered the harbor of Pensacola, where they found a garrison of Spanish soldiers. Later on they came to Mobile Bay. Cautiously proceeding westward, they came to the low, marshy ^{Settlements in Louisiana} lands at the mouth of the Mississippi and turned their boats up the broad and muddy stream. Several weeks were spent in exploring the river. Iberville found no suitable place on the river for a colony. He returned to the coast and began a settlement on Biloxi Bay. Another settlement was started in a few years on Mobile Bay.

Eighteen years after Iberville had explored the

mouth of the Mississippi, Bienville (Bē'-ă-vēl), his younger brother, founded the city of New Orleans. Within four years the town had prospered so greatly that it was made the capital of the vast region called Louisiana.

France had now two important cities in America, one at Quebec and one at New Orleans, but between them lay two thousand miles of wilderness. To protect their claim the French, during the next fifty years, built a chain of sixty forts all the way from Montreal to New Orleans. Along the Ohio valley the French in many places selected trees, to which they nailed tin plates bearing the arms of France, and at the roots of the trees they buried leaden plates inscribed with the statement that the territory belonged to France.

QUESTIONS

Who undertook to complete the explorations of the Mississippi River? Describe the way La Salle took possession of the territory. What name did he give it, and in whose honor? What can you say of this territory? What effort did Iberville make to found a colony? What places did his ship visit? What can you say of his explorations of the mouth of the Mississippi River? What places were settled? What can you say of New Orleans? What two great cities did France have in America? How did that country undertake to protect its claim?

LESSON 32

WASHINGTON TAKES A MESSAGE TO THE FRENCH

FRANCE and England both claimed the Ohio valley. The French built forts in this region, an act which alarmed Governor Dinwiddie of Virginia. He resolved to order them to withdraw from the territory. One day he sent for a young man named George Washington, and gave him a letter addressed to one of the French officers at one of the forts not far from Lake Erie. He directed Washington to deliver the note and return with an answer.

Washington was then twenty-one years old. He had been a surveyor in the woods of Virginia, and knew a great deal about the Indians and the hardships of frontier life. He was tall, strong, and brave. All his life he had been pure, truthful, and manly. We shall see that he became one of the greatest men our country has ever produced.

Washington saluted the governor, took the note, and with a few companions started on his journey through the wilderness. Over hills and mountains, through swamps and across rivers the party made their way. The snow was deep and the weather was cold. At last on a bleak December day Washington and his companions reached the French fort. Governor Dinwiddie's letter was handed

George
Washington

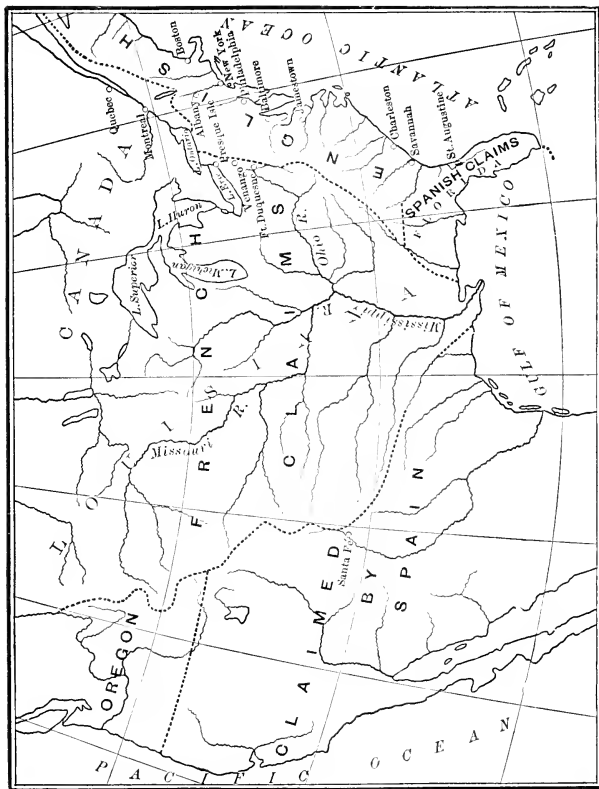
The message
to the French

to the French commander, who treated Washington with much kindness, but told him that he was instructed to occupy and hold the fort, and that he had no intention of abandoning the territory. With this answer Washington was obliged to be content.

His return journey was full of adventures. Hoping to make better time, he left his horses and started homeward on foot with a single guide. At one place Washington was shot at by an Indian, whom the guide would have killed had not Washington interfered. In crossing the Allegheny River, Washington was thrown from the raft into the icy water. He was a good swimmer and regained the raft, but was obliged to spend a bitterly cold night on an island in the river. The next morning the river was frozen over and the two went on their way.

At last Washington, after an absence of seventy-eight days and a journey of twelve hundred miles, reached Williamsburg, the capital of Virginia, and reported the answer of the French commander to the governor. The answer, of course, meant war. Washington's journey had made him famous, and in Virginia he was the hero of the hour.

The French built a fort at the junction of the Allegheny and Monongahela Rivers, on the site of the present city of Pittsburg. They called it Fort DuQuesne (Du-kāne'). Washington, in command of a body of



TERRITORY BEFORE THE FRENCH AND INDIAN WAR

Virginia troops, marched against this fort. A short and sharp battle followed, in which ten of the enemy were killed and the rest driven into the woods. This was the battle of Great Meadows. It was the beginning of the French and Indian War in America.

**Battle of
Great Mead-
ows, 1754**

In the wilderness of western Pennsylvania the hero of the American Revolution had his first experience in battle. In a letter written a few days afterwards to his brother, he said: "I fortunately escaped without any wound. I heard the bullets whistle, and, believe me, there is something charming in the sound."

QUESTIONS

What two nations claimed the Ohio valley? What had the French built? What did Governor Dinwiddie of Virginia resolve to do? By whom did he send a letter to the French commander? What can you say of Washington? Describe his journey to the French fort. What was the reply of the commander? Describe the return journey. How long had Washington been on the journey? How many miles had he traveled? What did the French build? Describe the battle of Great Meadows. What did Washington write to his brother?

LESSON 33

BRADDOCK'S DEFEAT

ABOUT eight months after the events recorded in the last lesson, a British general appeared at the office of Governor Dinwiddie in Williamsburg. He wore a bright uniform, and had an important, military air. This was General Braddock, who had been sent by the British government, with two regiments, to take command of an expedition against the French forts in the North and West.



GENERAL BRADDOCK

Braddock set to work to collect wagons, food, and forage, and to get his army ready to move. He was a vain ^{Braddock's} and impatient officer. ^{preparations}

He expressed great contempt for the plain Virginia soldiers who wore hunting clothes and had but little military training, and he boasted of what the British soldiers could do. Braddock was a good soldier, but he knew nothing about fighting Indians in a tangled forest, and his obstinacy afterwards brought him to grief.

After three months' preparation a force of thirteen

hundred men began their march across the mountains to attack Fort DuQuesne. Washington was a member of Braddock's staff, with the rank of colonel. Axemen were sent on ahead to cut down the trees and prepare a road for the wagons and for the troops. Their progress was very slow. It was springtime, the weather was beautiful, the troops were well fed, and Braddock was in no hurry.

Washington warned Braddock of the ways of Indian warfare. He told him to beware of an ambush. Braddock boastingly replied: "These savages may indeed be a formidable enemy to your raw American militia, but upon the king's troops it is impossible for them to make any impression."

After nearly three months' marching Braddock came within a few miles of Fort Duquesne.

The French officer placed his soldiers and the Indians in the woods on either side of the road over which the English must march on their way to attack the fort.



THE FRENCH IN THE OHIO VALLEY

Braddock did what Washington had cautioned him not to do; he marched straight into an ambush. On

The ambush,
1755 both sides was an unseen but watchful foe.

Suddenly the hidden enemy opened fire on the advancing English, and whole ranks of men were slain by the flying bullets. The English regulars were in a panic. They did not know how to fight an enemy they could not see, and their bullets sank harmlessly into the trees or were fired uselessly into the air. They broke and ran in great disorder.

Braddock rushed into the fight and fell from his horse, shot through the lungs. Washington and the

Death of
Braddock Virginia militia covered the retreat as best they could. Washington seemed to bear a

charmed life. Four bullets pierced his coat and two horses were killed under him, but he escaped unhurt. Everything fell into the hands of the French, and the English scattered in all directions for safety. Four days later Braddock died, saying in his last moments, "We shall know better how to deal with them next time." When he was buried Washington himself, by the light of a pine torch, read the burial service, and the body of the brave, but foolish, general was laid away in the wild woods of western Pennsylvania. He had requested that his body be protected from the Indians. Accordingly he was buried in the middle of the road, and the whole army passed over his grave.

QUESTIONS

Who came to take charge of an expedition against the French in the North and West? What can you say of Braddock? How long did it take to get ready to march? What officer went with him as a member of his staff? What can you say of the progress of the march? Of what did Washington warn Braddock? How had the French planned to receive the English? Describe the ambush. What became of Braddock? What can you say of Washington?

LESSON 34

JAMES WOLFE CAPTURES QUEBEC

THE city of Quebec is situated mainly on a bluff overlooking the St. Lawrence River. It had been the headquarters of the French in America for one hundred and fifty years. By this time it was a large and prosperous city, strongly fortified and heavily garrisoned. The English resolved to capture Quebec and thus end the war.

Among the bravest of the British officers was James Wolfe. He was now thirty-two years of age, and highly regarded for his ability and courage. James Wolfe He was very gentle in his nature, and had always been a devoted and dutiful son. His face was as smooth as that of a girl, but behind his soft and tender exterior beat the heart of a lion.

The capture of Quebec was entrusted to Wolfe. He

was in poor health at the time, and was always made ill by a sea voyage. His aged father needed his son's presence in England, and his sweetheart, to whom he expected shortly to be married, urged him to stay at

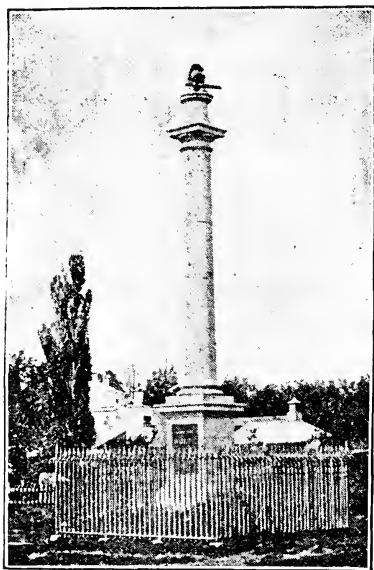
home. But Wolfe said that if his country needed his services he was ready to go.

Wolfe arrived before Quebec with his fleet of vessels. Three hundred and

Siege of
Quebec

more feet above the river frowned the great precipice, on the top of which lay the better part of the city. There was the French commander, the Marquis de Montcalm (Mōn-cām'), with a strong army ready to defend the citadel. When Wolfe saw

the task before him he was indeed discouraged. However, he set about a regular siege of Quebec, bombarding that portion of the city that lay along the river bank, and engaging the troops of Montcalm whenever he had an opportunity.



WOLFE'S MONUMENT

For two months and more the siege lasted. Wolfe was ill most of the time and very despondent. At length he hit upon a desperate plan that would be a great success or a great disaster; he resolved to scale the precipice with his troops and drive Montcalm from his citadel.

One dark night the boats were lowered, filled with soldiers, and noiselessly rowed to the shore. Wolfe was in the foremost boat. The men landed and silently began to climb the precipice. Scaling the precipice Montcalm had said that the English could never reach the citadel by that route unless they had wings, and, consequently, had not guarded the approach. When near the top the English were discovered by a sentinel, who gave the alarm.

Montcalm could hardly believe the report that the English had reached the Plains of Abraham, as the heights were called. He hastily mounted his horse and ordered his troops into battle. Wolfe was, of course, unmounted. Ill though he was, and carrying only a cane in his hand, he vigorously directed the troops. He ordered them to lie down so that the fire of the French would pass over their heads. When the enemy came within forty yards, the English troops rose and poured a deadly volley into their faces. That one discharge settled the issue of the battle.

Montcalm was wounded and was borne from the

field. Later on, as the English troops pressed forward, Wolfe was shot in the breast. "Support me," said he to an officer near him; "let not the brave fellows see me drop." He was borne to the rear and in a short while heard the soldiers shouting "They run! They run!" "Who run?" he asked. "The French," was the answer. "God be praised," said the hero; "I die in peace." In a few moments he breathed his last.

**Death of
Wolfe and
Montcalm**

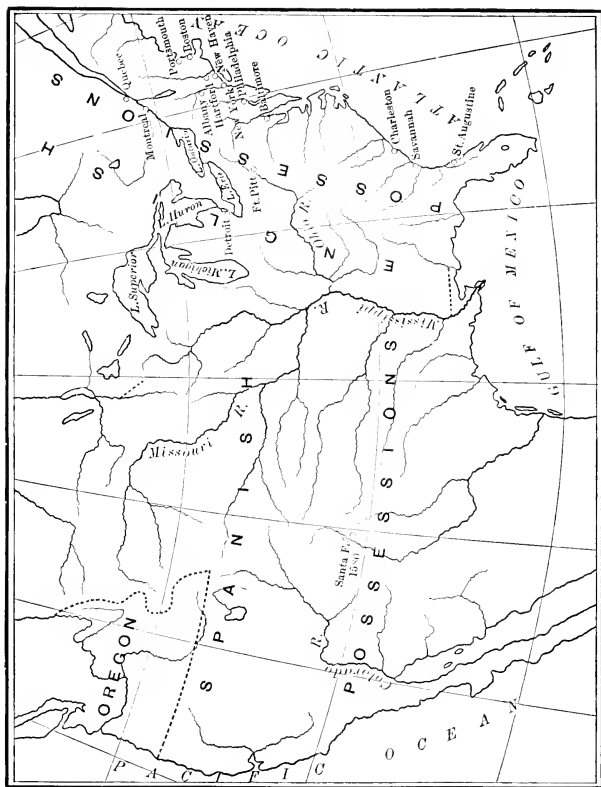
Montcalm also lay dying of his wound. When told he could not live, he said, "I am glad of it." When told he would die in ten or twelve hours he said: "So much the better. I shall not live to see the surrender of Quebec."

Quebec surrendered, and the power of the French in America was broken forever. By a treaty with England they gave up Canada, and all their possessions east of the Mississippi. England came into control of the larger portion of North America. Henceforward, we were to be an English and not a French nation.

**Surrender of
Quebec, 1759**

QUESTIONS

What can you say of Quebec? What did the English government resolve to do? What can you say of James Wolfe? What reasons did Wolfe have for not wanting to leave England? What did he say about the call of his country? What can you say about the defences of Quebec? What did Wolfe



TERRITORY AFTER THE FRENCH AND INDIAN WAR

set about doing? How long did the siege last? What plan did Wolfe make? Describe the way the precipice was scaled. Describe the battle that ensued. Describe the death of Wolfe; of Montcalm. What was the result of the surrender of Quebec? What territory did England get possession of? What was the effect upon us as a nation?

LESSON 35

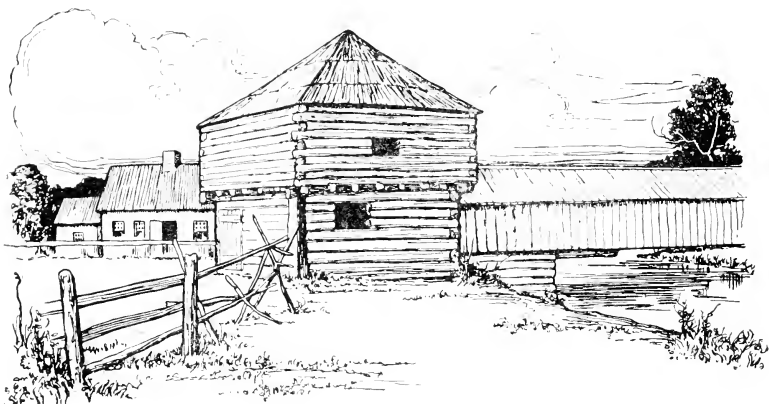
LIFE IN THE COLONIES

A HUNDRED and fifty years had passed since the settlement of Jamestown. English colonies had been established along the Atlantic coast all the way from New Hampshire to Georgia. They had a population of about a million and a half. The French had surrendered Canada and the region east of the Mississippi to the English. The Spanish owned Florida and the regions beyond the Mississippi River.

There were a few large cities, such as Boston, New York, Philadelphia, and Charleston, in which the wealthy merchants had fine houses and lived in princely fashion. These houses, especially those in the south, often had large columns in front supporting the roof of the front piazza, in a style known as colonial architecture. Wide halls and large rooms connected by great open doors gave opportunity for social festivities that made the hospitality of certain mansions famous for many miles around.

Cities and
villages

The early settlers had no such pleasures as we have described. On landing there was often no better shelter than the caves in the hillsides. The first houses



A BLOCKHOUSE FOR DEFENSE AGAINST INDIANS

were cabins made of logs notched at the ends, with the cracks filled with mud to keep out the cold. Instead of window glass the colonists used oiled paper; in place of wooden floors, the ground
The settlers' cabin was packed hard and covered with sand; in place of lamps or candles, the great fireplace furnished light as well as heat.

Around these cabins in winter often the snow drifted, and the wolves howled. In the villages and in the frontier cabins there was always danger of Indian massacres. The colonist worked with his gun by his

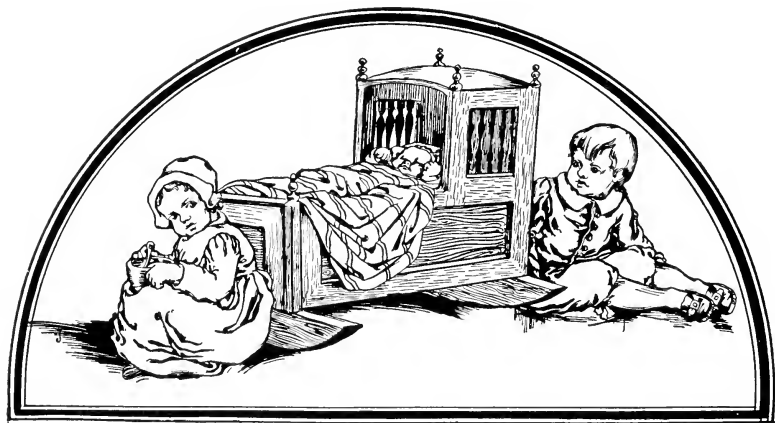
side and slept with it by his bed, not knowing when the war whoop of the savages would summon him to protect his wife and children from massacre, and his cabin from destruction. He de- ^{The settler and his rifle} pended upon his rifle to supply game for food, to furnish skins for clothing, to protect his family from the savages, and to defend his home from a foreign enemy. The frontiersmen of America were the best marksmen in the world. At a distance of a hundred yards a mark of the size of a silver dollar was as large a target as they needed.

The early pioneer had to battle with a heartless wilderness. Life with him was hard and stern. He had no time or inclination for amusement. ^{Sport of the colonists} Therefore, he severely condemned such follies as dancing, playing cards, wearing fine clothes, and going to the theatre. They were sinful and wasteful pleasures. If he desired sport he found it in shooting at a mark, in hunting wolves and bears, in fights between wild beasts and his dogs, in wrestling, and in all kinds of hardy games.

QUESTIONS

How many years had passed by this time? Where had English colonies been established? How many people were living in them? What territory had the French surrendered? What were the possessions of the Spanish? Name some of the largest cities of the time. Describe a colonial home. What can

you say of the homes of the early settlers? Describe the pioneer cabin. In what danger did the frontiersman live? What dependence did he place on his gun? What can you say of the frontiersman as a marksman? Upon what amusements did the early pioneer frown? In what sports did he indulge?



COLONIAL CHILDREN

LESSON 36

CUSTOMS IN THE COLONIES

SUNDAY was strictly observed in all the colonies. All work on that day was forbidden, and everybody was compelled to go to church. The church was usually cold and uncomfortable in winter, the sermons were always long, and everybody became very tired. Nobody dared to sleep, for the tithingman

Sunday

was on guard to rap the men on their heads with a rabbit's foot on one end of his stick, or tickle the women's noses with a rabbit's tail on the other end of his stick if they nodded for a moment.

The colonists believed in punishment. If a man stayed away from church, or wore fine clothes that he could not afford, or chewed tobacco near the meeting-house, or went hunting or fishing on Sunday, or told a lie, or drank too much whiskey, he was brought before the magistrate and punished. If a woman was a common scold, she was ducked in the water. If a man was a drunkard, he was compelled to wear a big "D," made of red cloth, sewed to his coat.

The pillory and stocks were set up in the village green, or in some other public place. Offenders were made to stand in the pillory or to sit in the stocks, so that passers-by could see them and make sport of them.

Among the curious superstitions of New England was the belief in witches. We know that there are no such things as witches, but in those days people thought that Satan and the evil spirits entered into men and women and led them to do many wicked things. If the cattle died, if there was a drought, if anybody fell down in a fit, or if anything unusual or dreadful happened, people said

Punishment

**Pillory and
stocks**

**Belief in
witches**

a witch did it, and began to accuse some one of witchcraft. The belief in witchcraft became worse in Salem, Massachusetts, than anywhere else.



CHARGED WITH BEING A WITCH

Some children who claimed to have fits when certain persons came near them, charged these persons with being witches. They even described the witches' sacrament, and said that one of the witches had asked them to sign the devil's book.

Punishing
the witches

These foolish stories were believed by the people. Then one person began to accuse another. The madness spread and everybody seemed in danger of being called a witch. Many were thrown into prison; nineteen were hanged, and one aged man, who refused to open his mouth in his own defence, was cruelly pressed to death between two stones. The people at last came to their senses, opened the prison doors, and reason resumed its sway.

QUESTIONS

How did the colonists observe the Sabbath? Describe the church services, and how the tithingman kept everybody awake. Mention some of the things for which the colonists received punishment. What was done with a scolding woman? With a drunkard? Describe the pillory and stocks. What can you say of the belief in witches? In what place did it become worse than anywhere else? What did some children claim? What happened to the accused? What did the people at last do?

LESSON 37

DISCOMFORTS IN COLONIAL DAYS

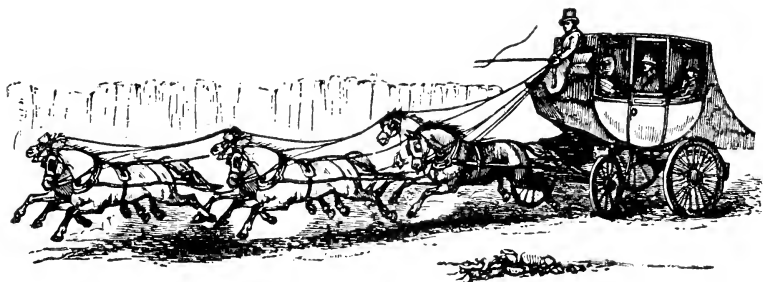
IN colonial times people suffered much discomfort. There were no stoves, and cooking was done in fireplaces. There were no knives and forks except for the wealthy, and ordinary folks ate with their fingers; there were no china dishes and everybody, except those who could afford pewter, ate from wooden bowls or trenchers. Such things as kerosene oil, coal, and matches were quite unknown. Steamships, railroads, electric cars, telegraphs, and telephones, so familiar and necessary to us, had not been dreamed of.

Traveling in those days was avoided as much as possible. If one had to make a journey he went on horseback, if possible, and generally along with other travelers for protection. After a while the stagecoach began to ply between the large towns, passing through the villages. Traveling was slow and wearying. A stagecoach took three days to go from New York to Philadelphia, a journey now made in less than two hours.

The stagecoach was without springs and cushions, the horses usually were overworked, the roads were full of ruts, and often so muddy as to be almost impassable. The coach generally started at three o'clock in the morning, no matter how cold the

A journey by
stagecoach

weather. The horses were changed at intervals. The traveler was jolted along for eighteen hours until he



IN OLD STAGECOACH DAYS

was put down at an inn, where he was offered very bad food and a very hard bed. Before daybreak the next morning he was off again, and so on for a week, at the end of which time a traveler from Boston found himself in New York, more dead than alive.

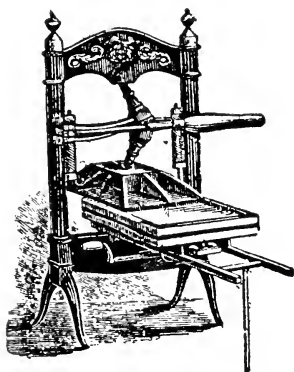
If a wealthy man was compelled to travel he went in his

Hospitality
to travelers

own coach, attended by his own servants,

and was given entertainment by hospitable people who lived along the road. In Virginia,

where the inns were so bad that one could hardly endure them, and the homes of the planters were large



AN OLD HAND PRINTING
PRESS

enough to hold many guests, it was the custom to station a servant at the gate of a great country mansion, and all travelers were invited to stop and spend the night.

There was but little mail in those days. All the letters for the entire country delivered during a whole year were not equal to the letters of New York city now delivered in one day. The mail was carried by post-riders, who set out at irregular times on their journey by the bridle paths and trails through the forest when there was enough mail to pay for the expense of delivery. Some places received mail but once a month. There were no postage stamps, but letters were paid for according to length. There were not forty newspapers printed in all the colonies at this time, and they were small sheets containing little news.

QUESTIONS

What discomforts did the colonists suffer? How was cooking done? With what did they eat? From what did they eat? What things were quite unknown? What things were not dreamed of? What can you say of traveling? What can you say of the stagecoach? Describe a journey by stagecoach. How did the wealthy travel? What was the custom in Virginia? What can you say of the mail? How was the mail carried? How often, in some cases? How many newspapers were published at that time?

LESSON 38

SLAVERY IN THE COLONIES

WE have already seen that three hundred years ago, a Dutch ship brought a load of negroes to Jamestown and sold them to the planters in that colony. It was not long before slavery found its way into all the colonies, and negro slaves were found in Boston, New York, and Philadelphia, as well as in Charleston and Savannah.

In those days it was not considered wrong to hold negroes in slavery. There were many who believed that the condition of the negro was improved by bringing him from the darkness of Africa and putting him into civilized and Christian communities. Therefore, the slave trade flourished.

The slave
trade

Slave ships from New England carried cargoes of fish and other things to European ports, then sailed along the African coasts and bought negroes who had been captured in the wars among the tribes, and returned to America with their unhappy prisoners. Many died on the voyage, and their bodies were thrown into the sea.

Slave ships

When a slave ship arrived in port and it was announced that a cargo of negroes was for sale, the slave dealers gathered by the ship's side or in the slave market of the town. The owners sold the negroes by auction or at private sale to the dealer,

The slave
dealer



OLD-TIME SLAVE QUARTERS

who, in turn, sold them to the farmers for field-hands, or to people of the town for house-servants.

The negroes were generally quiet and good-natured. They went to their work cheerfully, soon learned the English language and adopted the dress and customs of their masters. Certainly they fared better in America than they did in Africa, except that they were slaves, and for that they did not seem to care.

In New England the negroes were mainly used for house-servants. The climate, however, was too severe for them. They did not thrive in a region of snow and ice, to which they were not accustomed. In the southern colonies, where the climate was more like that of Africa, and where agriculture was the main occupation of the people, the negroes thrived well.

The southern planters bought the negroes from the slave traders, gave them comfortable homes in the slave quarters, and put them to work in the tobacco fields and the rice swamps. In this way a great slave system grew up in the South under circumstances which seemed fortunate and right at the time, and to which no one raised any objection. The negroes were generally well treated, were happy in their new homes, became devoted to their masters, and were satisfied with the condition that fate had awarded them.

QUESTIONS

What have we already seen about the introduction of slavery? How did slavery spread? What was thought of slavery? What did many believe? Describe the traffic of slaves by the slave ships. Describe the arrival of a slave ship and the selling of the slaves. What can you say of the negroes? What can you say of negroes in New England? What can you say of negroes in the South? How were they treated by their masters?

HEROES OF THE REVOLUTION

LESSON 39

PATRICK HENRY

THE King of England seemed to care very little for the American colonies, except in the way of trade.

Trade laws The colonists were not allowed to trade with any merchants except English merchants. They were not allowed to manufacture cloth or hats, or to make anything out of iron, but were required to send the wool, fur, and iron to England to be manufactured there. They had to pay heavy duties on sugar, molasses, and other things which they needed.

The French and Indian War had cost a great deal of money. The British government declared the war had been fought largely in defence of the colonies
Taxation in America, and that they must pay their share of the expense. The colonists would not have objected had they been consulted as to the raising and the amount of the taxes, but they did object to being taxed without having a word to say about it. This was "taxation without representation," and was little short of tyranny.

The British Parliament passed the Stamp Act, which required all bonds, deeds, licenses, and contracts to be written on stamped paper. This paper was stamped in England, brought to America, and the colonists were required to buy it. It cost from one cent to fifty dollars a sheet, according to its use. The Stamp Act caused great indignation in America. The colonists refused to buy the stamped paper and declared King George to be a tyrant.

Among the great orators of that time was Patrick Henry, of Virginia. He was employed as counsel in the case of the clergymen who were suing the Virginians for their salaries. The dispute arose about the value of the tobacco in which the salaries were paid, and Henry was employed to represent the people against the clergymen. It was known as the "Parsons Case."

On the day that Henry spoke, the courthouse was crowded. Henry's father was one of the judges. It was Henry's first speech, and his beginning was timid and awkward, but gaining in self-possession he made such an eloquent plea that the jury awarded the clergymen just one penny for damages.

Henry became a member of the House of Burgesses of Virginia. News came that the Stamp Act had been passed. Henry listened to the speeches of others, but

**The Stamp
Act, 1765**

**Patrick
Henry**

**Oration in
the Parsons
Case**

he thought they were too timid to express what the occasion demanded.



PATRICK HENRY ADDRESSING THE BURGESSES

Reaching for an old law book, he tore out a blank page, wrote a resolution on it, had it read to the members, and then began to speak. It was one of the great speeches of the Revolution, and the members listened spellbound by his fearless eloquence. He concluded his speech by saying: "Cæsar had his Brutus; Charles I his Cromwell, and George III . . ."

Speech on
the Stamp
Act

At this point several members cried out "Treason! Treason!" Henry was not afraid, but turning towards them said, "George III may profit by their example!" Henry expressed the feelings of all the colonists.

Seeing the determination of the people, the British government repealed the Stamp Act, and quiet was restored for a while in America.

QUESTIONS

How did the King of England consider the people of the American colonies? What were the colonists not allowed to do? What did the British government declare the colonists had to do? Why did the colonists object? What was this action of the British government called? What were the requirements of the Stamp Act? How was the Stamp Act received in America? What can you say of Patrick Henry? In what case was he employed as counsel? What was the dispute about? Describe the way Henry delivered his great speech. What award did the jury give the clergymen? Describe the way in which Henry made a great speech on the Stamp Act.

LESSON 40

SAMUEL ADAMS ·

THE king's troops were in Boston trying to overawe the people. They paraded the streets by day, and with their drunken shouts and brawling disturbed the quiet of the night. On Sunday they raced horses on the Common, and sang rude songs before the church door.

They insulted the people and often came to blows with the citizens, who made sport of them, calling them "redcoats," and other names.

One night a body of citizens had a quarrel with some soldiers on the streets of Boston. From angry words they came to blows. Some one rang the church bell, and a crowd rushed into the moonlit streets. They pressed upon the file of soldiers, who unexpectedly fired their guns, killing several of the citizens, and wounding others. This is known as the Boston Massacre.

Samuel Adams, then fifty-eight years of age, who is known as "The Father of the Revolution," was a leading citizen of Boston. He had written much about the tyranny of the king and the oppression of the British laws, and had urged the people everywhere firmly to resist all oppressive measures. A great meeting of the citizens of Boston was held the day after the massacre. They resolved that the British soldiers must leave Boston. Adams took their message to the governor.

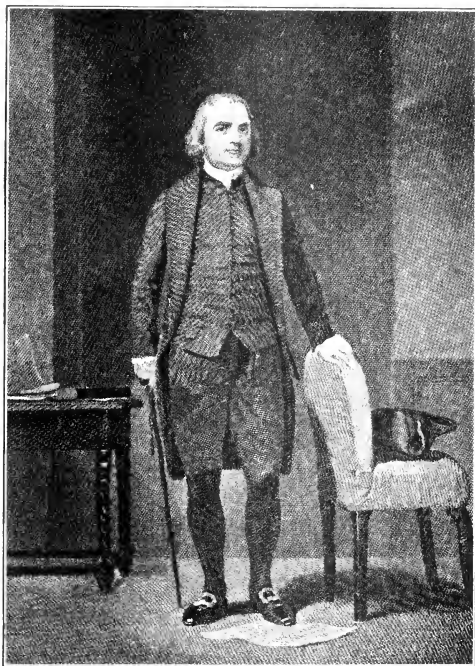
Calling upon the governor, Adams made the demand. "I will remove one regiment," replied the governor.

Whereupon Adams, pointing his finger at him, said: "The voice of ten thousand freemen must be respected, and their demands obeyed. If you have power to remove one regiment, you have power to remove the other. Sir, it is both regiments or none."

The Boston
Massacre,
March 5,
1770

Adams and
the governor

The governor, in alarm for his own safety, ordered the troops to leave Boston immediately.



SAMUEL ADAMS

The British Parliament laid a tax on tea, glass, paper, and a few other things. The colonists resisted all these taxes, and refused to buy any of the articles taxed. The ships carrying tea lay idle in the harbors. Nobody would drink tea so long as it was taxed.

Several tea ships lay in the harbor of Boston. The citizens would not allow the tea to be landed, and the ships could not depart. The custom-house officers were on the point of seizing the tea and storing it in the town. Seven thousand people gathered in and about the Old South Meeting House, and Adams presided over the meeting. He had hoped for news that the ships would sail away, but no such news coming, he arose and said quietly, "This meeting can do nothing more to save the country."

Hardly had he finished, when shouts were heard in the streets. A body of citizens dressed as Indians were on their way to the ships to "see how tea would mix with salt water." Adams probably knew about it beforehand and had helped to devise this plan of destroying the tea. The crowd followed the disguised citizens, the ships were boarded, the tea thrown into the water and the people quietly dispersed to their homes. This is known as "The Boston Tea Party."

Samuel Adams became a member of the Continental Congress at Philadelphia, and was received with great honor wherever he went. He lived to see the independence of the American colonies, the formation of the American Union, and was elected governor of Massachusetts a few years before his death, at the advanced age of eighty-one years.

**The Boston
Tea Party,
December
16, 1773**

QUESTIONS

What can you say of the conduct of the king's troops in Boston? Describe the Boston Massacre. What did it cause? Who was Samuel Adams? What had he already done? What resolution did a meeting of the citizens make? Describe the meeting between Adams and the governor. What tax did the British Parliament now lay? How did the people treat this new tax? Describe the meeting of the people. What remark did Adams make? Describe the destruction of the tea. What is this incident called? What can you say of the later life of Samuel Adams?

LESSON 41

THE MINUTEMEN AT LEXINGTON

THE British troops were again in Boston, and General Gage was in military command. Gage had

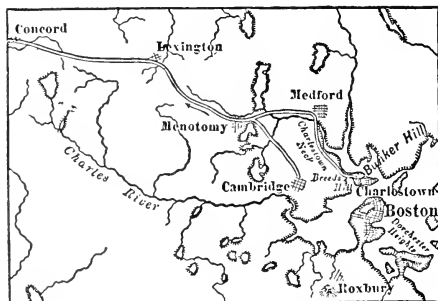


PAUL REVERE'S LANTERN

orders to arrest John Hancock and Samuel Adams, and send them to England for trial. Upon hearing

that they were in Lexington, visiting a friend, he resolved to capture them there, as well as to destroy the arms and provisions which the patriots had collected at Concord, a few miles beyond Lexington.

One night a force of eight hundred troops marched out of Boston on their way to Lexington. The pur-

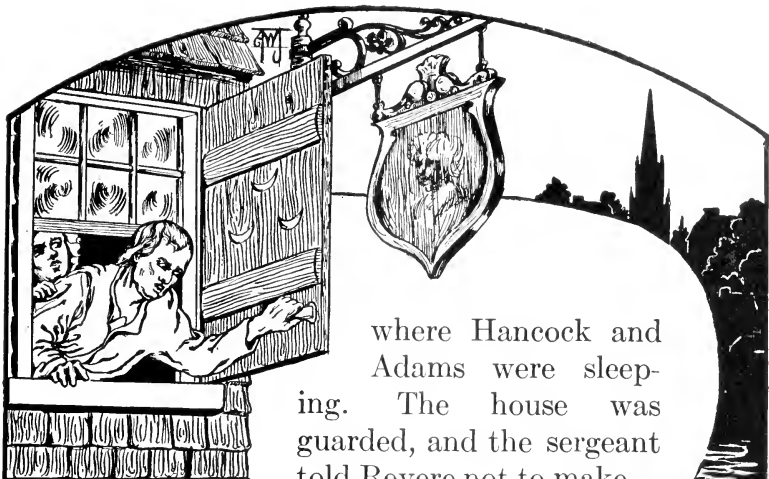


PAUL REVERE'S RIDE

pose of Gage, however, had been discovered. Across the Charles River Paul Revere waited, his horse by his side, for the signal that the troops had started. The signal was a lantern to

be hung in the belfry of the North Church; one lantern if the troops went by land, two if they went by sea. The signal appeared, and Revere dashed off in the darkness ahead of the troops. As he flew along he cried out to the people: "The British are coming! The British are coming!" Upon hearing this the farmers arose and armed themselves. They were already organized as minutemen, which means they were ready at a minute's notice to arm themselves and go into battle.

Reaching Lexington, Revere came to the house



THE BRITISH ARE
COMING

“there will be noise enough before long; the regulars are coming!” Hancock recognized Revere’s voice, and from an upper window asked what was the matter. Upon being informed, he and Adams dressed quickly and escaped.

where Hancock and Adams were sleeping. The house was guarded, and the sergeant told Revere not to make so much noise. “Noise!” cried Revere,



By sunrise the troops reached Lexington. Fifty mounted men were drawn up on the village green under command of Captain John Parker. Parker had said to his men: "Stand your ground; don't fire unless fired upon; but if they mean to have a war, let it begin here."

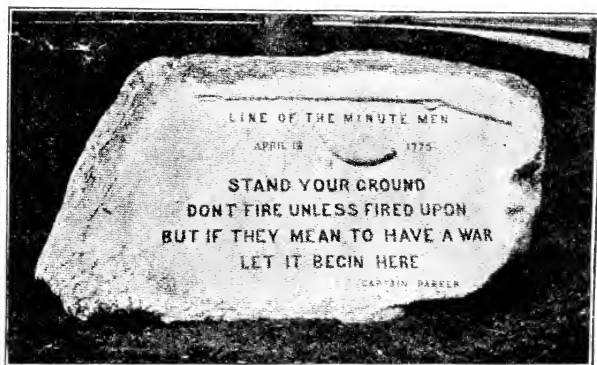
Major Pitcairn, the British officer, rode forward and shouted, "Disperse, ye villains!" But the patriots stood firm. Pitcairn gave orders to fire, but his troops hesitated. Pitcairn pointed his own pistol and fired. His troops then discharged their guns and killed eight of the minutemen and wounded ten others. The minutemen retreated and the British moved on. Adams and Hancock, who were walking across the fields, heard the noise of the guns. Adams remarked, "Oh, what a glorious morning is this!"

At Concord the British found that most of the military stores had been removed. They set fire to the courthouse, cut down the liberty pole, spiked a few cannon, and started back to Boston. The farmers had gathered from far and near and lined the road. In every tree and behind every rock there seemed to lurk a marksman. It was one long ambush. The British began to run. By the time they reached Lexington, where reënforcements met them, they were completely

The minutemen at Lexington

The battle of Lexington, April 19, 1775

exhausted and fell on the ground, "their tongues hanging out like dogs after a chase." They continued their flight, and three hundred were killed on their way to Boston. This was the battle of Lexington, the first battle of the Revolution.



THE LEXINGTON TABLET

News of the battle aroused the people of all the colonies. The patriots of New England assembled an army around Boston. Israel Putnam, of Connecticut, while plowing in his field, heard of the battle, and leaving the plow in the furrow mounted the horse and rode a hundred miles in eighteen hours to join the army. The people of Mecklenburg County, North Carolina, passed resolutions declaring that they no longer owed allegiance

Excitement
following the
battle

to England. This was the first declaration of proposed independence. In Savannah, the capital of far-off Georgia, a party of six men broke open the powder magazine and captured a quantity of powder, some of which was sent to the army around Boston. The war of the Revolution had begun in earnest.

QUESTIONS

Who was now in command at Boston? What orders did he have? What did he hear and what did he resolve to do? Tell the story of Paul Revere's ride. What happened when Revere reached Lexington? Describe the fight at Lexington. What happened at Concord? Describe the retreat from Concord. How was the news of the battle received? What can you say of Israel Putnam? What did the people of Mecklenburg County declare? What did a party in Savannah do?

LESSON 42

GENERAL GEORGE WASHINGTON

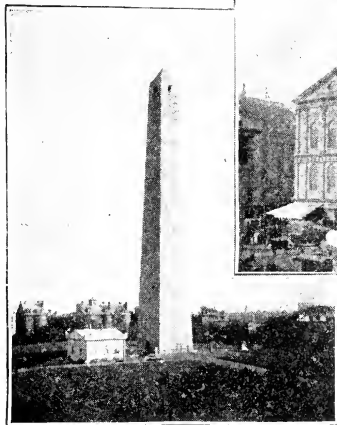
THE American army needed a commander-in-chief, and all eyes turned to George Washington. He was chosen without opposition. He was **then** forty-three years old, but was known throughout the country as a great soldier and a noble man. He was tall, athletic, and hardened by his life as a surveyor and by his experience as a soldier. He was modest in his manner, declaring that he did not consider himself equal to the command of

George
Washington
chosen com-
mander-in-
chief

the army. He refused to take any pay for his services, but said that he would keep an account of his expenses, which the government might pay after the close of the war.

Before Washington had arrived near Boston the battle of Bunker Hill had been fought. The British attacked the Americans as they lay in the trenches. Twice they charged the American lines and twice they were driven back. On the third charge the Americans,

**Battle of
Bunker Hill,
June 17, 1775**



BUNKER HILL MONUMENT



FANEUIL HALL

having no ammunition, met them with clubbed muskets and heavy stones. The defence was a brave one, but the patriots were compelled to retreat. When Washington heard of the way the militia had stood the

fire of the British, he said, "The liberty of the country is assured."

When Washington arrived before Boston he was received with great enthusiasm by the soldiers. Under an elm tree, in Cambridge, he reviewed the troops and took command of the army. He made a very martial appearance as he sat on his horse, with a broad band of blue silk across his breast, and a three-cornered hat with the cockade of liberty in it.

The soldiers in Washington's army knew very little of military discipline and were poorly provided with arms and ammunition. They were hardly
Drilling the troops more than a mob of enthusiastic and patriotic farmers, who were willing to fight, but knew nothing of the rules of warfare. For months Washington drilled the troops and enforced order. He was on the lines every day, visiting every part of the camp and seeing the progress of the work on the fortifications around Boston. The British inside the city were quietly waiting to see what the Americans would do.

When all was ready, Washington placed his cannon on the heights so as to command Boston, and sent word to the British General Howe, who had succeeded General Gage, that he must move out of Boston or be prepared to stand an attack. Howe was astonished when he saw the American cannon pointing at him from a hill overlooking Boston.

There was nothing left for him to do but to fight, surrender, or sail away from Boston. He decided to sail away, and accordingly put his army aboard his ships, and went to Halifax, leaving behind more than two hundred cannon and a great quantity of powder and muskets, all of which fell into the hands of the Americans. Washington marched into Boston with his army, and was received with open arms by the people of the town. Meetings were held in Faneuil Hall, "The Cradle of Liberty," and patriotic resolutions were passed by the people.

The British
leave Boston,
March 17,
1776

Thus Washington began that great career which has endeared him to the hearts of all Americans. He showed his genius by organizing an army out of rough, untrained militia and leading it to the overthrow of the trained soldiers of Europe.

QUESTIONS

Who was chosen commander-in-chief of the American army? What can you say of Washington at this time? How did he show his modesty? What did he do about pay for his services? Describe the battle of Bunker Hill. What did Washington say when he heard of it? Describe the way Washington took charge of the American army. What can you say of the condition of the troops? How did Washington prepare the troops for warfare? Describe the manner in which Washington captured Boston. What can you say of Washington's military career?

LESSON 43

ATTACK ON CHARLESTON — DECLARATION OF INDEPENDENCE

DURING the siege of Boston a British force had left that city to attack Charleston. When the people heard of the approach of the enemy they hastily built a fort of palmetto logs on Sullivan's Island and mounted cannon for its defence. Colonel Moultrie was in command. There were those who laughed at Moultrie's fort and declared that the British guns would knock it over in a half hour. "We shall see," said Moultrie. "If they do, we shall be behind its ruins and keep their men from landing."

Defence of
Charleston

When the British fleet arrived and the attack on the fort began, it was found that the cannon-balls could do but little injury. The balls sank into the earth or into the soft palmetto wood, leaving the fort unharmed. The soldiers of the fort took careful aim and did much damage to the British ships. The enemy finally gave up the attack and sailed away. A fort on Sullivan's Island has ever since been called Fort Moultrie.

Fort Moultrie,
June, 1776

During the bombardment, the flag-staff of the fort was broken by a cannon-ball and the flag fell outside the fort. Sergeant Jasper leaped down and, in the face of the enemy's fire, recovered the

Sergeant
Jasper

fallen flag and, tying it to the sponge-staff of a cannon, fastened it upon the walls of the fort.



INDEPENDENCE HALL, PHILADELPHIA

Up to this time the colonists had been fighting for their rights as subjects of Great Britain, but now they determined to fight for independence. A Continental Congress had been meeting in Philadelphia. It was composed of delegates from all the colonies. Richard Henry Lee, of Virginia, introduced a resolution that "these colonies are, and of right ought to be, free and independent states." A committee was appointed to draw up a Declaration of

Declaration
of Independence,
July
4, 1776

Independence. Thomas Jefferson, of Virginia, then thirty-three years of age, and one of the youngest of the delegates, was chosen to write the great document.

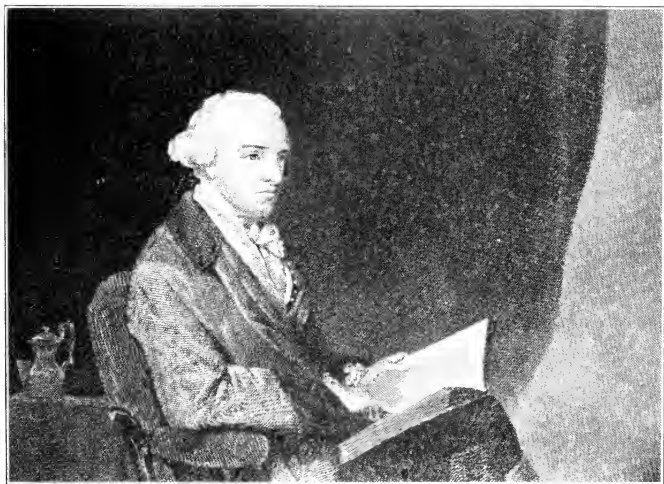


SIGNING THE DECLARATION OF INDEPENDENCE

The debate lasted several days. Finally the Declaration of Independence was agreed to, adopted by Congress on July 4, 1776, and signed by the delegates.

When the Declaration was finally adopted, John Hancock, the president, signed his name in a bold hand "so that the king could read it without spec-

tacles." Then all the others signed it. Franklin remarked, "We must all hang together or we shall all hang separately."



JOHN HANCOCK

Post riders carried the news in haste to all parts of the country. The Declaration was read to the soldiers in the field. From pulpits and platforms it was read to the people. Everywhere there was rejoicing over the great event. Torchlight processions, bonfires, speeches, the firing of guns and the ringing of bells gave evidence of the joy of the colonists that the war in which they were engaged was henceforth to be a war for freedom. We can well understand why the

Declaration of Independence is the most important of all our state papers, and why the Fourth of July is the greatest of all our national holidays.

QUESTIONS

What was the next point of attack? What did the people of Charleston do? Who was in command of the fort? What did Moultrie say to those who laughed at his fort? Describe the repulse of the British fleet. Describe the brave act of Sergeant Jasper. For what did the colonists now resolve to fight? What resolution did Richard Henry Lee introduce? Who wrote the Declaration of Independence? How was the news of this important event received by the people?

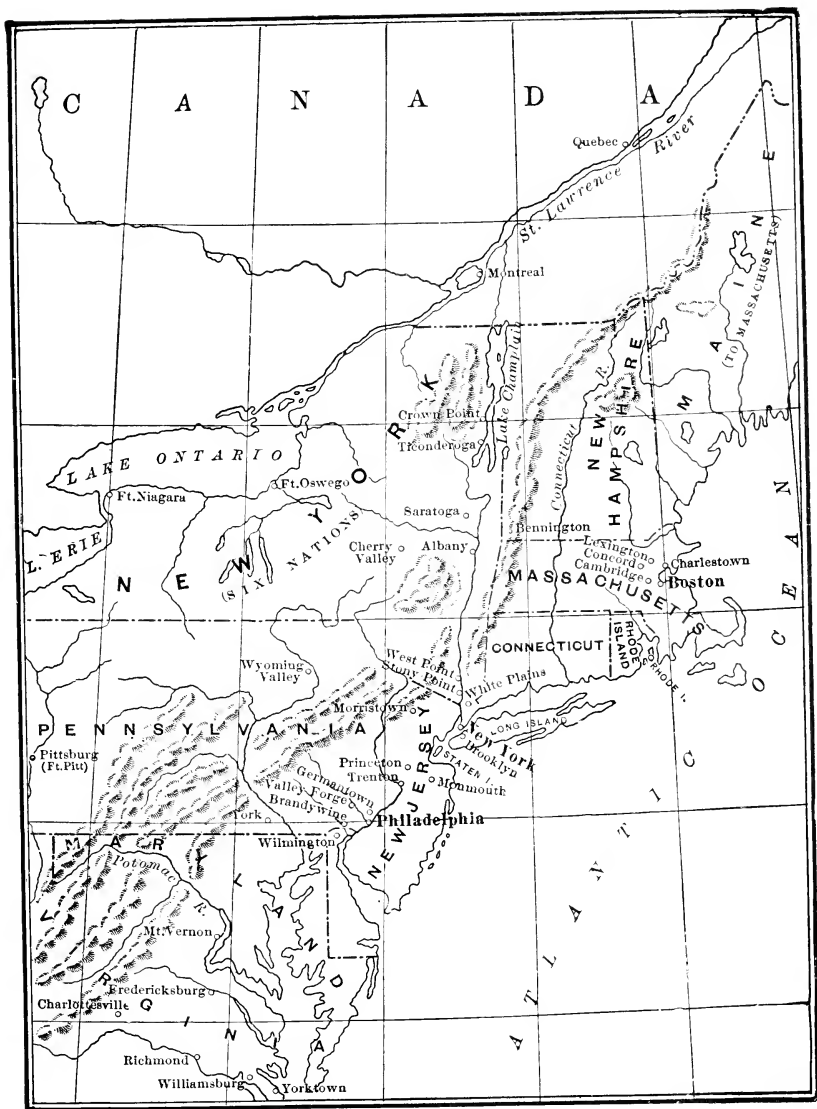
LESSON 44

TRIALS AND TRIUMPHS OF THE PATRIOTS

THE British decided to attack New York city, and get control of the Hudson River, so as to cut off New England from the rest of the colonies. Washington hastened from Boston with his army. His forces were not strong enough, however, and the British compelled him to leave New York city. Thereupon, Washington began a retreat across New Jersey.

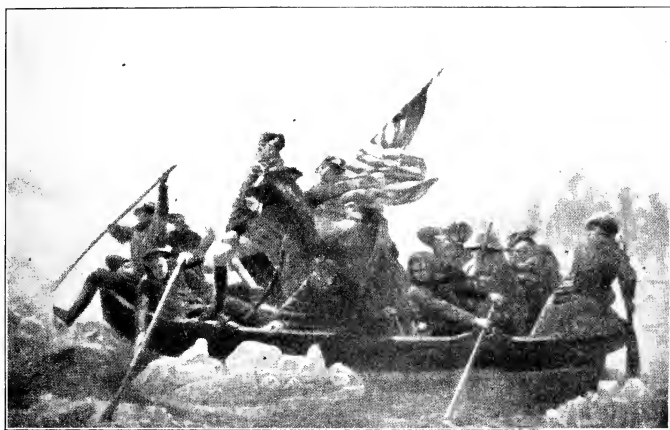
It was now the dead of winter and the weather was very cold. The American troops were greatly discouraged, and hundreds of them left the army, believing the cause to be lost. It was a gloomy hour for the patriots. Washington

The retreat
across New
Jersey



WAR TERRITORY IN THE EASTERN AND MIDDLE STATES

reached the Delaware River and crossed over at Trenton. The British were behind him, but when they arrived at Trenton they decided to wait a few days for the river to freeze over. They thought Washington was in full flight.



WASHINGTON CROSSING THE DELAWARE, DECEMBER 25, 1776

It was the night of Christmas, and the British troops in Trenton were celebrating the occasion with drinking and feasting. Washington put his worn and almost exhausted men into boats, and in spite of the floating ice recrossed the Delaware, and marched nine miles in the darkness, and in the face of a blinding snowstorm, until he reached the camp of the British.

They were taken entirely by surprise. Their com-

mander was drinking and playing cards with a friend when he heard the firing of guns and the shouts of his men. It was too late to prevent the capture of his army. A thousand soldiers surrendered to Washington. The Americans had lost only four men, two of whom had frozen to death, and two were killed in the battle.

Battle of
Trenton,
December,
1776

A few days afterwards the British general, Cornwallis, arrived from New York to attack Washington at Trenton. He thought he had Washington in a trap, and went to sleep at night saying, "At last we have run down the fox, and we will bag him in the morning." But Washington was more of a fox than Cornwallis thought. All night long a few men were engaged in building camp-fires and making a noise as if throwing up breastworks, while the rest of the army slipped away to Princeton. When Cornwallis arose he could hardly believe his eyes. There was nothing but an empty camp before him. Washington was in Princeton, where he gained another great victory over the British. The tables were now turned. There were rejoicing and hope everywhere, instead of gloom and despair.

Battle of
Princeton,
January 3,
1777

A British army, under the command of General Burgoyne, marched down from Canada through New York state. An American army had opposed them all the way, burning bridges, cutting down trees across

the roads, and doing everything possible to worry the British troops. At Saratoga the two armies met in battle and the British surrendered to the Americans. It was a great victory. When the King of France heard of it he said that the Americans were worthy of freedom, and forthwith acknowledged their independence.

Surrender of
Burgoyne,
October 17,
1777

Among the foreigners who had come over to help the Americans was the Marquis de Lafayette. He was only nineteen years old, but was an ardent lover of liberty. At a dinner party in Germany he listened to an account of the struggles of the American colonists for freedom. He was so deeply moved that he arose from the table and declared that he would go to America and offer his services to Washington. He said, "The welfare of America is closely bound up with the welfare of mankind."

Lafayette

He had inherited a large fortune, and at his own expense fitted out a vessel that brought him to America. Congress made him a major-general. He became the devoted friend of Washington, and served valiantly through the war. Of all the foreigners who have served our country no one is so tenderly beloved as Lafayette.

The British had moved against Philadelphia. They sailed down Chesapeake Bay, and though Washington met them in the battle of Brandywine, they succeeded

in capturing the city. Washington retired with his army to Valley Forge, where the troops spent a winter of dreadful suffering. Many of the men had no blankets and were compelled to sit by a scant fire all night to keep from freezing. Some died from want of clothes, and others perished from lack of food, yet the brave soldiers kept up their courage, and there were few desertions.

QUESTIONS

What city did the British get possession of? What did Washington do? Describe the retreat across New Jersey. What river did he reach and cross? What can you say of the British? Describe the way Washington won the battle of Trenton. How many of the enemy were captured? Describe the way Washington deceived Cornwallis. What effect did these victories have on the country? What general surrendered at Saratoga? What did the King of France then do? What can you say of Lafayette? What city did the British next capture? Describe the sufferings at Valley Forge.

LESSON 45

MARION AND SUMTER

AFTER a winter spent in Philadelphia the British returned to New York. Washington followed them, and for the next three years spent his time watching them closely. The scene of war was changed to the southern colonies.

The British began by capturing Savannah and Charleston, and overrunning Georgia and South Carolina. It was hard to get many troops to oppose the British in these distant colonies. The patriots were brave, however, and offered all the resistance they could.

Francis Marion, of South Carolina, raised a company of his neighbors and called them "Marion's Brigade." They had no uniforms and no tents, and served without pay. They beat out old saws to make swords, and melted pewter mugs and dishes to make bullets. They depended upon the fields and gardens of the people to supply corn for the horses and potatoes for the men. Sometimes the brigade numbered seventy or eighty men, then again it numbered only twenty. They made themselves famous, however.

Marion's men annoyed the British by shooting at them from ambush. They captured their horses and supply wagons, they rescued prisoners and broke up the British camps. They never came to open battle, and if pursued they scattered, every man for himself, into the swamps and woods to come together again at some place agreed upon. At one time Marion heard that ninety British soldiers, with one hundred and fifty prisoners, were on their way to Charleston. With thirty men he swept down upon them in the darkness,

captured the whole party, and rescued the prisoners. So difficult was Marion to follow that he became known as "The Swamp Fox."



ONE OF MARION'S MEN

Marion was a man of small stature and of few words. On looking at him one wondered how he could be so great a soldier. He never sullied his fame by an act of cruelty. "Never shall a house be burned by one of my people;" he said; "to distress poor women and children is what I detest." When he said that he had in mind many of the cruel things that the British soldiers had done in the South.

Francis
Marion

Thomas Sumter was another soldier in this wild warfare. Unlike Marion, he was tall and powerful. He became known as "The Game Cock." The British had burned his house and turned his family out of doors. Sumter called his neighbors together and organized a band to fight the British wherever he could find them. Cornwallis said, "But for Sumter and Marion, South Carolina would be at peace." Sumter's men rode their own horses, wore hunting shirts, carried long rifles with which they

Thomas
Sumter

could hit a mark the size of a man's hand at a distance of two hundred yards.

This kind of war is known as "guerilla warfare," because it was carried on by bands of soldiers, each fighting for itself and without regular organization into an army. The brave troops of Carolina and Georgia did great damage to the British, and kept them in check until they were driven out of the South.

QUESTIONS

To what place did the British return? What did Washington do? How did the British begin the campaign in the South? What did Francis Marion do? Describe "Marion's Brigade." How did they annoy the British? Relate one of their adventures? What was Marion called? Describe Marion's appearance. What did he detest? Describe Thomas Sumter. What did Cornwallis say of Marion and Sumter? Describe Sumter's men. What is guerilla warfare?

LESSON 46

THE END OF THE WAR

GENERAL CORNWALLIS was the British commander in the South. He had overrun Georgia and South Carolina, and was pushing his way northward, hoping to make an easy conquest of North Carolina. He sent a force of twelve hundred men to make a raid into the western part of that state. The hardy backwoods-

men began to gather in great numbers to oppose the British.

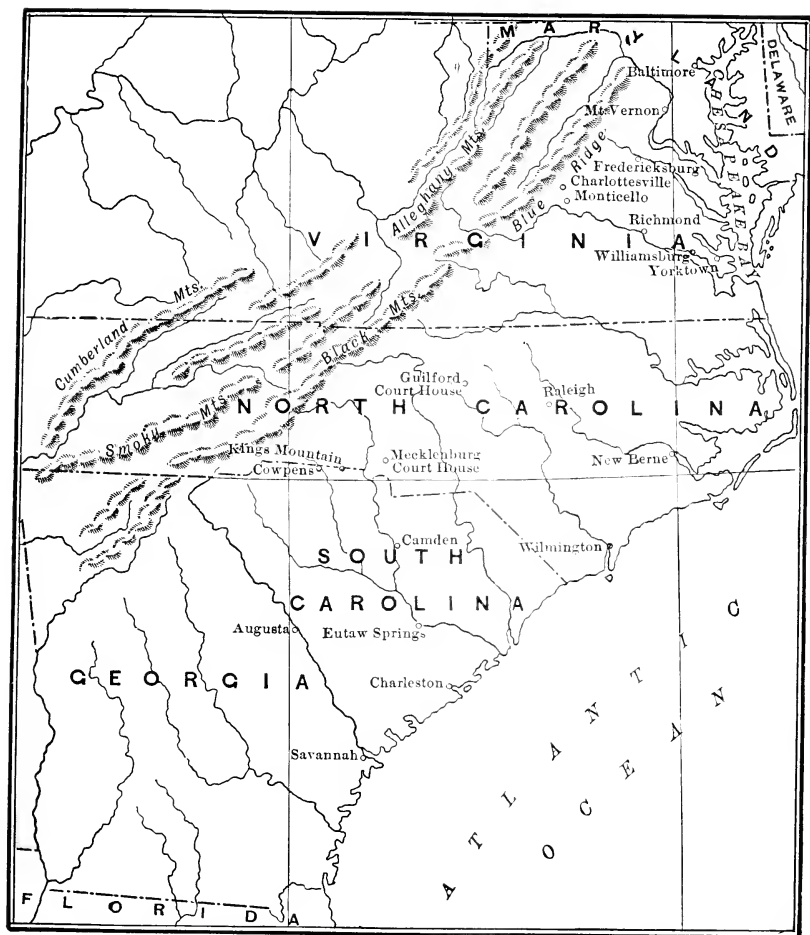
From across the Alleghanies and from the defiles of the mountains they came in hunting shirts, and with sprigs of hemlock in their hats, armed with rifles that rarely missed their mark. Three thousand of them gathered and faced the British at King's Mountain, on the line between the Carolinas.

The British were on the top of the mountain with a ravine behind them. The British officer, Ferguson,

The battle of
King's Moun-
tain, October
7, 1780

cried out, "Boys, here is a place from which the rebels cannot drive us!" He spoke too soon. The backwoodsmen hitched their horses to the trees and charged up the mountain from three sides. Advancing from tree to tree they took deadly aim, and the British fell in great numbers, while the Americans lost but few men. The whole British force surrendered, and the backwoodsmen returned to their homes beyond the mountains. Cornwallis, though much discouraged by the loss of his forces at King's Mountain, pushed on through North Carolina and into Virginia, until he finally came to Yorktown.

General Nathanael Greene was in command of the American forces in the South. In many engagements he had shown himself to be more than a match for the British. When he took charge of the army it



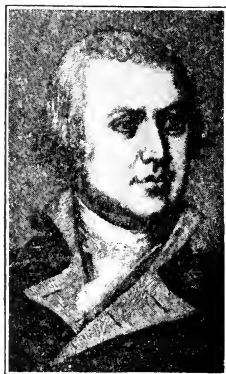
WAR TERRITORY IN THE SOUTH

was in a forlorn condition. The men suffered from want of food and clothing, but did not complain. There was only one blanket to every three soldiers, and provision for only three days. Once Greene spoke to a barefoot sentinel saying, "You must suffer from cold." "Yes," said the soldier, not recognizing the general, "but I do not complain, for our commander has no supplies for his men."

Upon another occasion Greene alighted at an inn which had been turned into a hospital. Upon being asked how he was, he replied, "Hungry, tired, alone, and penniless." The landlady brought him two bags of money she had saved, saying, "Take these, you and your men need them and I can do without."

Cornwallis reached Yorktown, and Washington hastened from New York to capture him. A French fleet blockaded the harbor and the British were trapped completely. After a brave resistance Cornwallis surrendered to Washington. This practically ended the war. A treaty of peace was signed between Great Britain and the colonies, by which the thirteen colonies in America were acknowledged "free and independent."

Nathanael
Greene



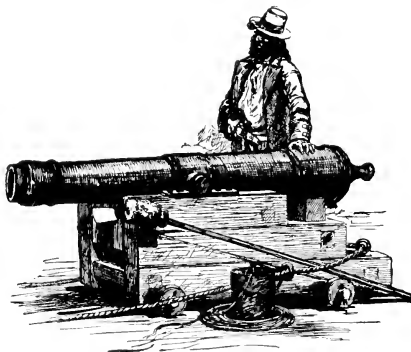
NATHANAEL GREENE

Surrender of
Cornwallis,
October 19,
1781

By the terms of the treaty our boundary lines were Florida on the South, the Mississippi River on the West, and Canada on the North.

QUESTIONS

Who was the British commander in the South? What states had he overrun? Where was he marching and for what purpose? What raid did he propose and with what force? What soldiers gathered in front of the raiders? Describe the backwoodsmen. How many gathered and where did they face the British? Describe the battle of King's Mountain. What was the result? What became of Cornwallis? Who was in command of the American forces in the South? In what condition was his army? Narrate the story of the uncomplaining sentinel. Narrate the incident of the patriotic landlady. Where did Cornwallis surrender, and to whom? What treaty of peace was signed? What were its terms?



A CANNON OF REVOLUTIONARY TIMES

LESSON 47

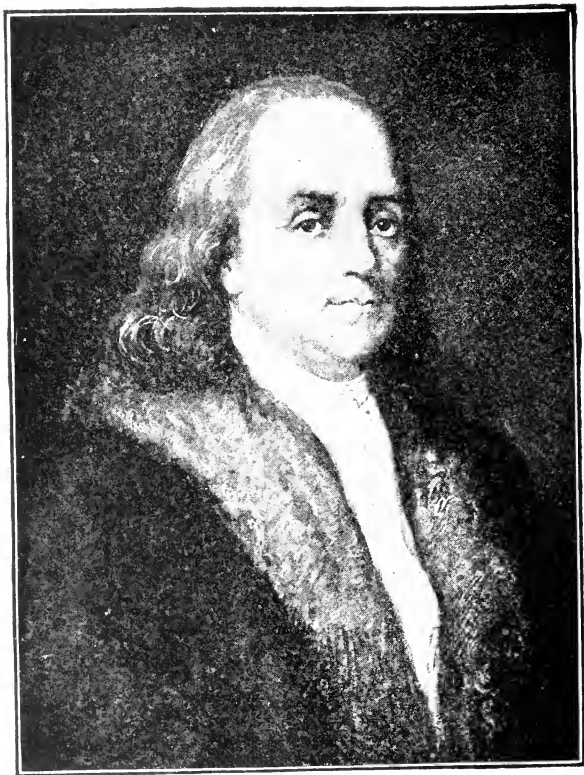
BENJAMIN FRANKLIN

WHILE the war was going on in America, Benjamin Franklin was in Europe defending the cause of the colonists. Franklin had risen from a poor printer's boy to be one of the wisest and most famous Americans. He persuaded the people of Philadelphia to put their books together to make a circulating library; he invented the open Franklin stove; he suggested lightning rods to protect houses in case of storms; he organized fire companies; he printed an almanac known as "Poor Richard's Almanac," full of wise sayings; he had proved by means of a silk kite and a hempen string that the clouds, in a thunderstorm, were charged with electricity; he had been honored with a doctor's degree, and he was known everywhere as the great and wise Dr. Franklin.

Practical
ideas of
Franklin

Before the Revolution Franklin was appointed postmaster-general for all the colonies. This office he held for more than twenty years. He astonished the people by proposing that the mail should be carried once a week from Philadelphia to Boston. In those days of no railroads and but little mail this was thought to be remarkable.

Franklin was in England as the agent of the Penn-



BENJAMIN FRANKLIN

sylvania colony when the Stamp Act was passed, and did all he could to prevent its becoming a law. He was invited to appear before the House of Commons to discuss the subject. He was asked many questions, to which he gave ready

Franklin on
the Stamp
Act

and able answers. He told the statesmen of England many things about the colonies that they did not know before. His answers made a great stir. He was asked if the colonies would submit to any kind of a Stamp Act. He replied boldly, "No, they will never submit to it!"

When asked what the people would do about making contracts and collecting debts, he said: "I can only judge of them by myself. I have a great many debts due me in America, and I would rather they should remain unpaid than submit to the Stamp Act." He also said: "I have some property in America. I will freely spend nineteen shillings in the pound to defend my right of giving or refusing the other shilling." It was largely by his influence that the Stamp Act was repealed.

After the war began in earnest, Franklin was sent to France to gain the friendship of that nation for the colonies. The French people hailed him as the friend of mankind, and crowds followed him through the streets, while the shop windows displayed his picture for sale. He was admired for his simple manners, for his ready wit, and for his plain dress. He wore no wig, had a great cap of fur, used large spectacles, and carried a walking stick.

Franklin soon won the heart of the French people. Money was raised in France to aid the Americans, and

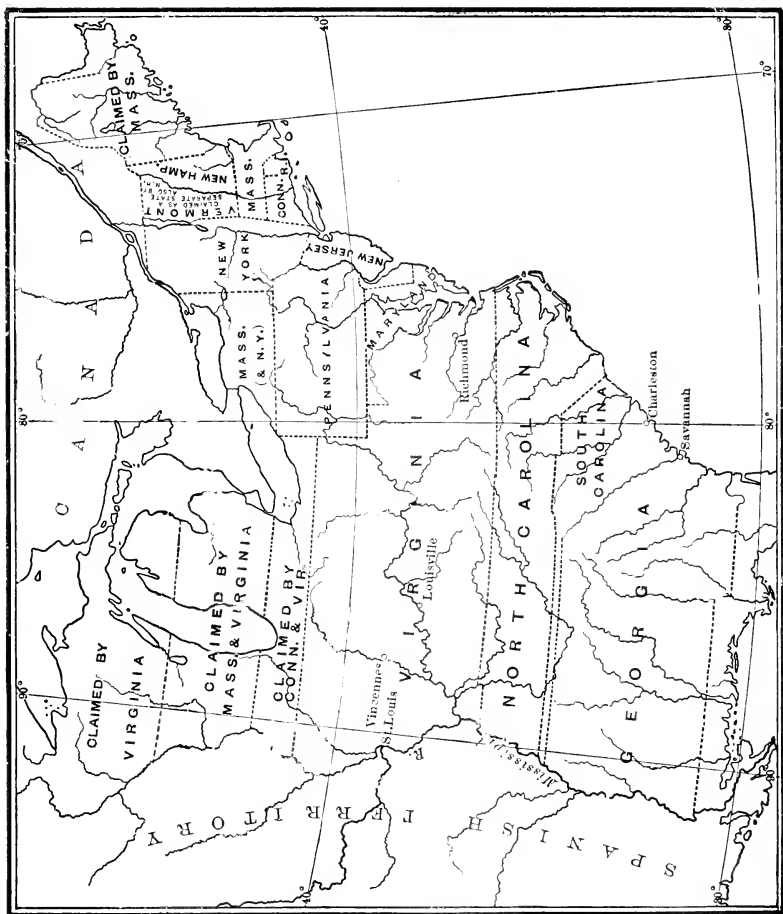
French officers offered their services. French ships were fitted out to fight our battles, and French soldiers enlisted in the American army. Franklin introduced the king to take sides openly with the American colonies, and to acknowledge their freedom and independence. When the war was over Franklin was one of those who, in behalf of the colonies, signed the treaty of peace with England.

On leaving France he was given the portrait of the king, framed in a double circle of four hundred and eight diamonds. The king gave him the use of the queen's litter to bear him to the coast. When he reached America he was received with great enthusiasm by the people.

He remained in public life until near the end of his long and useful career. He died at a good old age, beloved and honored as one of the greatest of our public men.

QUESTIONS

What was Franklin doing at this time? What can you say of his rise into fame? What things had he done to make him famous? What degree had he been honored with? What did he propose when he was postmaster-general? What can you say of his answers before the House of Commons? What did he say about the Stamp Act? What did he say about collecting his own debts? What did he say about his property? What can you say of his reception in France? For what was he admired? What did he accomplish in France? How was he treated on leaving France? What can you say of his later life?



LAND CLAIMS IN 1783

LESSON 48

DANIEL BOONE MOVES INTO KENTUCKY

DANIEL BOONE was a hunter who lived in a cabin in North Carolina. One day a friend told him of the fine hunting grounds in the region now known as Kentucky. Boone with five companions started on a hunting trip across the mountains. The party went on foot, each man carrying his pack. For five weeks they toiled through the forests until they came to the blue grass region of Kentucky. There they found buffaloes, deer, elks, wolves, bears, and panthers. It was a hunter's paradise. The other members of the party returned to North Carolina, but Boone remained for three weeks alone in the great woods with his trusty rifle.

Boone's
hunting trip
into Ken-
tucky



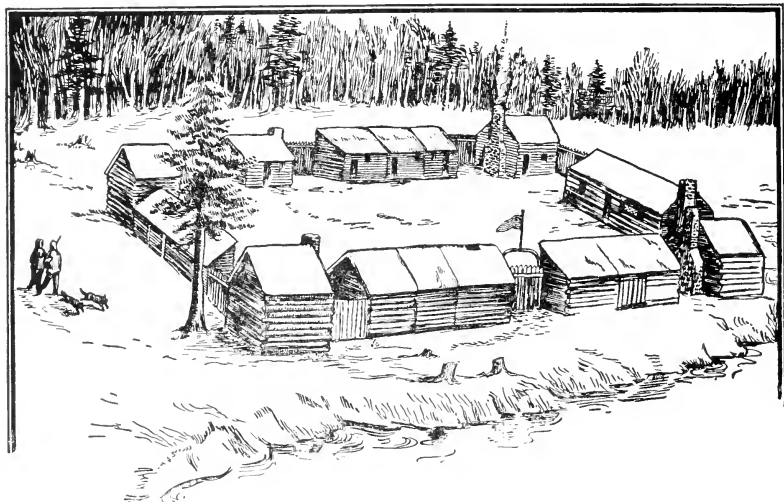
DANIEL BOONE

After Boone went home he decided to move his family into Kentucky. Others joined him, making a party of thirty. They started out, cutting a trail through the forest and blazing the trees as they went along. In a few months they selected a place on the Kentucky River and began a fort, which afterwards was named Boonesborough. More settlers

Boonesbor-
ough, 1771

followed along the trail, the fort was strengthened, and more cabins were built.

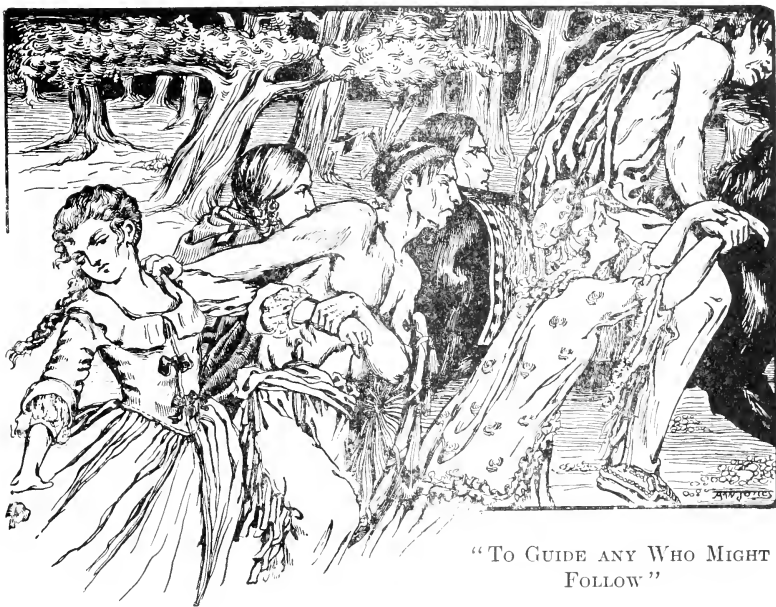
The Indians were very unfriendly. The savages who had been lurking about captured two girls who



EARLY PIONEER SETTLEMENT IN KENTUCKY

were rowing on the river, and started off with them. One of them was Boone's daughter. The girls tore shreds from their dresses, and unobserved by the savages dropped them on the way to guide any who might follow. The settlers soon missed the girls and following their trail rescued them from the savages.

Upon another occasion Boone was captured by the Indians and carried across the Ohio. One of the chiefs wanted to adopt him as his son, and Boone was obliged to submit. All his hair ^{Captured by the Indians} was plucked out except a scalp lock, he was painted and dressed like an Indian, and lived for several months



"TO GUIDE ANY WHO MIGHT
FOLLOW"

among the savages. They watched him closely, however. The old chief counted the bullets and measured the powder he gave to Boone, and required him to

bring in game for every bullet he used. Boone was more cunning than the Indians, for he cut the bullets in half, and stinted himself in the use of powder, thus saving a store for future use.

At last he heard the Indians plotting to destroy Boonesborough. Pretending to go on a hunt, he started on his way to Kentucky. A band of warriors pursued him, but he easily threw them off the trail and came to the Ohio. Here he found a canoe and rowed across the river. He killed a turkey and ate it, the first thing he had eaten for many hours. In five days, traveling one hundred and sixty miles, he came to Boonesborough and gave the alarm in time to save the settlement from destruction.

Other pioneers came into Kentucky, following the trail that Boone had made over the mountains. More cabins arose in the clearings, and more forts were built to protect the settlers from the watchful and dangerous Indians. Kentucky grew and prospered. The forests furnished game in abundance; the blue grass gave splendid pasturage for cows and horses; the streams supplied fish; while the gardens and fields yielded plenty of corn, fruit, and vegetables.

As for Boone himself, he ever loved the frontier. When the settlements in Kentucky grew too thick he moved deeper into the forest. The roar of the wild

beast was sweeter music to his ears than the human voice. He spent his old age hunting in the wilds of the Missouri woods.

QUESTIONS

Who was Daniel Boone? What hunting trip did he make with five companions? Describe their adventures. What did Boone do alone? Describe the way Boonesborough was founded? Of what state was it the beginning? Describe the adventure of the two girls. Describe the capture of Boone and his life among the Indians. Describe the way he escaped. Tell how Boonesborough was saved from the Indians. Describe the coming of the pioneers and how they fared in Kentucky. What can you say of the last days of Boone?

LESSON 49

GEORGE ROGERS CLARK

THE British occupied forts at Kaskaskia, Vincennes (Vĩn-sẽn'), and Detroit, in what was known as the Northwest Territory. They were so far from the seat of war during the Revolution that they were almost forgotten. George Rogers Clark, of Kentucky, determined to capture these forts from the British. He went to Virginia and laid his plans before the governor, Patrick Henry, and asked for a body of troops "to defend Kentucky."

Early one summer he started down the Ohio with nearly two hundred men. After rowing a thousand

miles the party landed. They hid their boats in the bushes and started overland to Kaskaskia in order to escape the spies that they knew guarded the Mississippi River. It was a march of more than a hundred miles through low, marshy land. The men waded the creeks, swam the rivers, cut their way through the swamps and prairie grass until they came to the fort.



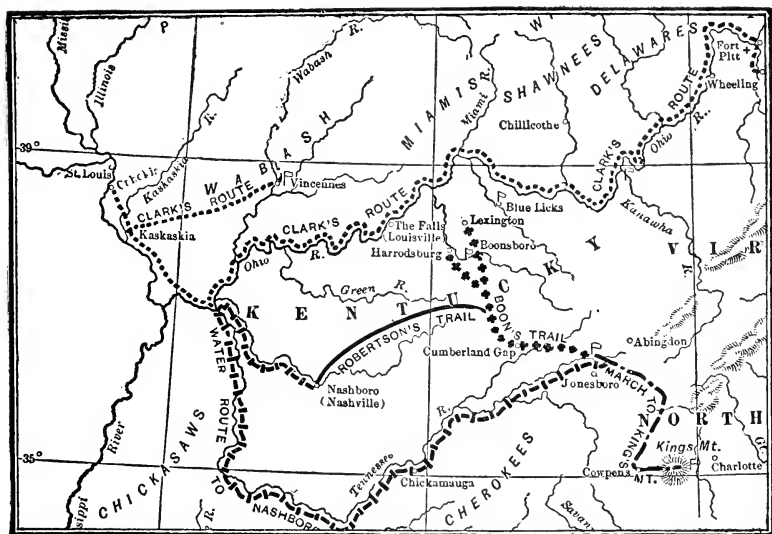
GEORGE ROGERS CLARK

When they arrived at Kaskaskia it was night, and the people were having a dance. The commander of the fort was asleep and nobody

**Capture of
Kaskaskia,
July, 1778.**

suspected an enemy near. Clark posted his men around the hall and quietly entered. He stood leaning against the doorpost until some one saw him and gave the alarm. "Go on with your fun," said Clark, "but remember that you are now dancing under the flag of Virginia." The fort surrendered at once.

Clark now determined to march against Vincennes. It was winter and the prairie lands were flooded with water and covered with ice. The streams were swollen, and there were no bridges. The distance was one hundred and sixty miles, and rain fell during most of the time that Clark and his men were on their



PIONEERS OF THE WEST AND NORTHWEST.

way. Often the men for hours at a time waded in water up to their waists, and on reaching dry ground could find nothing with which to make a fire. More than once they spent the night in wet or frozen clothes. It was one of the most heroic marches on record.

When Clark reached Vincennes he demanded the surrender of the fort. Hamilton, the governor and commander, was amazed that Clark could reach Vincennes in such weather. He was playing cards and drinking when he heard of the arrival of the Vir-

ginians, and swore that he would not surrender the fort. An attack was begun by Clark's men. They were the best marksmen in the world, and could easily shoot through the loopholes of the fort. The fort soon agreed to surrender, and Clark and Hamilton met to make the terms.

**Capture of
Vincennes,
February,
1779**

Hamilton was a cruel man and had offered to buy from the Indians the scalps of all their white captives. He was called the "Hair Buyer." While the conference was going on, a party of Indians approached the fort with a lot of scalps. When Clark's men saw their bloody trophies, they seized the Indians, tomahawked them before the fort, and threw their bodies into the river.

Hamilton surrendered Vincennes, and all the Northwest Territory fell into the hands of the Americans. When the Revolution was over and a treaty of peace was made, all the region around the great lakes, out of which the states of Ohio, Indiana, Illinois, Michigan, and Wisconsin have since been made, was considered a part of the United States. If it had not been for George Rogers Clark, all that territory might now have been a part of Canada.

QUESTIONS

What forts did the British occupy in the Northwest Territory? What did George Rogers Clark determine to do? What did he ask of Governor Henry? What did he say to the Governor? Describe their voyage and march to Kaskaskia. De-

scribe the way Kaskaskia was captured. Describe Clark's march to Vincennes. What can you say of the surprise of the commandant? What was the fate of the Indians who were bringing in scalps? What was the effect of Clark's capture of the Northwest Territory?

LESSON 50

ROBERTSON AND SEVIER

JAMES ROBERTSON was a friend of Daniel Boone and, like him, loved the deep forest and the wild frontier. He made a hunting trip through Kentucky, and his stories of the beauty of the country so excited his neighbors that sixteen families agreed to move with him into eastern Tennessee.

James
Robertson

The party traveled on foot, driving the cows ahead of them, and with their household goods strapped on the back of pack horses. On reaching the Watauga River they decided to make a settlement. For six thousand dollars' worth of blankets, paints, and muskets, Robertson purchased from the Indians the use of the lands along the river for a term of years.

The Watauga
settlement,
1771

After eight years Robertson decided to move further westward. He and eight companions found their way through the wilderness until they came to the great bend of the Cumberland where Nashville now is. Here they decided to found a settlement. The settlers soon followed, coming in boats

Nashville,
1779

on the Tennessee and Cumberland rivers. Nashboro, as it was then called, soon became a thriving colony.

John Sevier, a companion and friend of Robertson, was the greatest Indian fighter in the Southwest. It is said he fought thirty-five battles. He was a very handsome man, tall, blue-eyed, of slender build and erect figure. When he and Robertson were at the Watauga settlement the Indians made an attack on the fort. The siege lasted three weeks, and the men and women became weary of the confinement. Upon one occasion one of the women, Kate Sherrill, ventured out of the fort and was pursued by the Indians. She ran for the gates like a deer. The Indians were close behind her. Sevier, through a loophole, shot the foremost savage, just as Kate reached the stockade. She sprang up so as to catch the top with her hands and was drawn over by Sevier. He afterwards married her.

Sevier lived in a big one-story house on Nolichucky River, and was known as "Nolichucky Jack." He kept open house for everybody, and was the leader in establishing good government, as well as in fighting the Indians. During the Revolution news was brought that the British were ravaging the country of North Carolina. Sevier collected a thousand of the settlers along the Watauga, mounted them on swift, wiry ponies and set out across

John Sevier
and Kate
Sherrill

Services at
King's
Mountain

the mountains. Every man carried a rifle, a tomahawk, and a scalping knife. The officers had no swords, and there was not a bayonet nor a tent in the party. When they reached North Carolina they joined the backwoodsmen and defeated the British at King's Mountain, as we have already seen in another lesson. After the battle Sevier and his men returned to Tennessee.

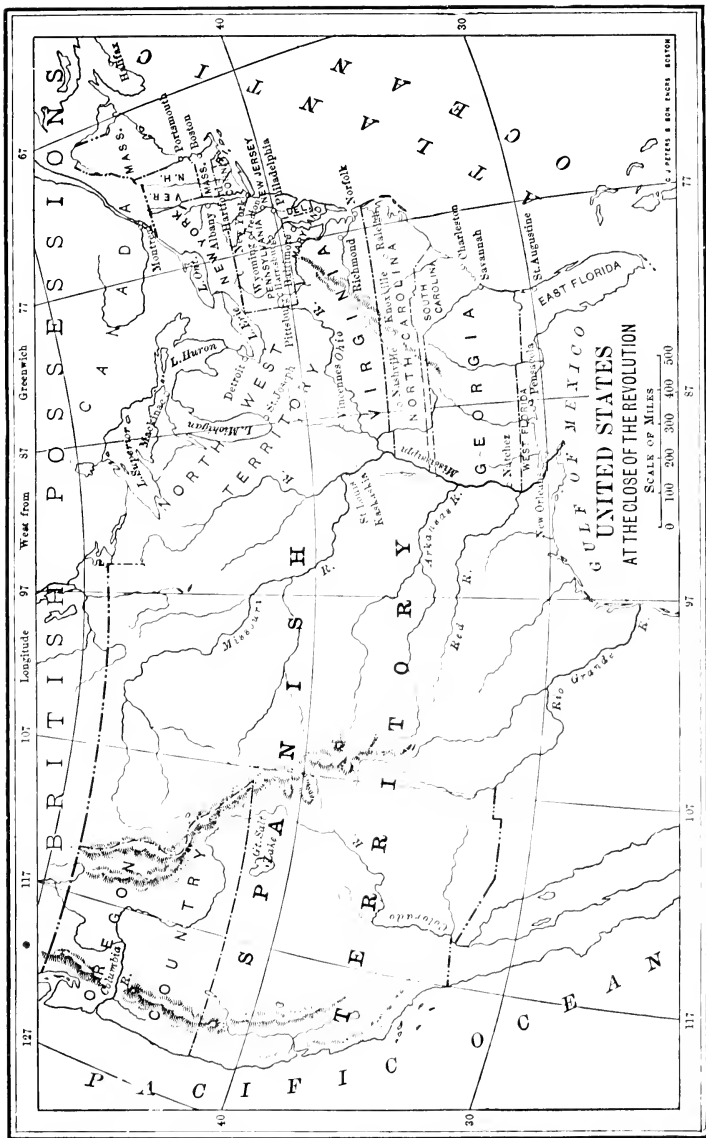
Sevier was hospitable and generous. Even the Indians liked him because he treated them kindly whenever they visited him. He fought them whenever they gave him cause, but never abused them nor violated their confidence. Everywhere in Tennessee he was the idol of the people. When word came that "Nolichucky Jack" was in town crowds went out to meet him, to shake his hand, and talk with him.

The pioneers kept swarming over the mountains. By the close of the Revolution twenty-five thousand people had moved into Tennessee and Kentucky. When Tennessee became a state, John Sevier was chosen its first governor, which office he held for twelve years. His name is still a household word among the people of East Tennessee.

Thus we see that the colonies had not only won their independence from the mother country, but had begun to spread out over the great continent they had acquired by conquest and treaty.

QUESTIONS

Who was James Robertson? Who went with him into East Tennessee? How did the party travel? Where did they settle? What lands did Robertson purchase, and for how much? To what place did Robertson go after eight years? How did the settlers follow him? What name was given the settlement? Who was John Sevier? What can you say of him? Narrate the story of Kate Sherrill. What name was given to Sevier? How did he live? What part did he take in the Revolution? How was he considered by the Indians and why? What did the people think of him? How did Tennessee and Kentucky grow in population? What office did Sevier hold?



THE UNITED STATES

LESSON 51

ORGANIZING THE GOVERNMENT

THE thirteen colonies in America were now free and independent states. It soon became plain that each state could not have a separate government. The states might be independent of England, but they could not remain independent of one another. A general government for all was needed.

For the purpose of forming a government, delegates from the different states met in Philadelphia, and after much discussion and many compromises, the convention agreed upon a Constitution. This Constitution was then sent to each state separately. No state was compelled to adopt the Constitution or was obliged to enter the Union. When nine states had adopted the Constitution the new government began. After a while all the thirteen states adopted it. The new nation was known as the United States of America.

Constitution
adopted,
1788

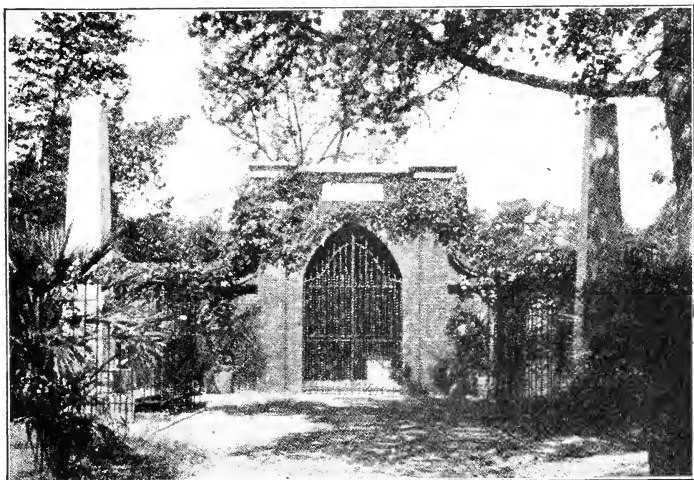
To be the head of the government the Constitution provided for a President, whose duty it is to see that all



GEORGE WASHINGTON

the laws are enforced, and to act as the commander-in-chief of the army and navy. To make the laws for the government of the people, it provided for a Congress, composed of representatives and senators from each state. It also established courts for the purpose of explaining the laws, and for punishing those who violate them.

Provisions of
the Consti-
tution



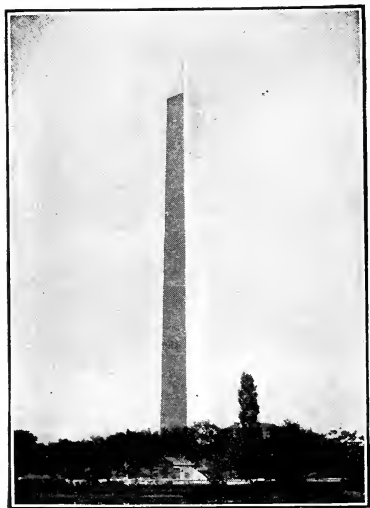
THE TOMB OF WASHINGTON AT MOUNT VERNON

The Constitution is the supreme law of the land. All public officials are sworn to support it, all laws are made in accordance with it, and to-day we are living under the great and powerful government created by it.

George Washington was chosen the first President

of the United States. On his way to New York to be inaugurated, at every town and village crowds of people went out to meet him. When he reached Trenton he was met by a party of young girls dressed in white, who scattered flowers in front of him while he rode under triumphal

George Washington
the first
President,
1789



THE WASHINGTON MONUMENT

arches. When he reached New York he was inaugurated amid the shouts of the people, the waving of flags, and the booming of cannon.

Washington was President for two terms, or eight years. At the end of his second term he retired to Mount Vernon, where he died, and was buried amid the tears and mourning of a grateful people.

When Washington was inaugurated New York was

the capital of the country. The next year Philadelphia became the capital. After ten years the seat of government was moved to the banks of the Potomac, where a capital city had been laid out and named Washington in

Washington
becomes the
capital city,
1800

honor of the great soldier and statesman. At that time Washington city was hardly more than a wilderness. The capitol building was unfinished, the President's house was in an open field, there was but one good hotel, and there was no business and but little society. To-day it is one of the most beautiful and brilliant cities in the world.

QUESTIONS

What was the condition of the thirteen colonies? What soon became plain? What was needed? What convention was held and for what purpose? What was agreed upon by the convention? What was done with the Constitution? When did the new government begin? What was the new nation called? What can you say of the President? Of what is he commander-in-chief? What can you say of Congress? What was the purpose of the courts? What can you say of the Constitution? Who was chosen the first President? How was Washington treated on his way to New York? What happened at Trenton? Where was he inaugurated? What can you say of his later life? What cities have been capitals? What can you say of Washington city?

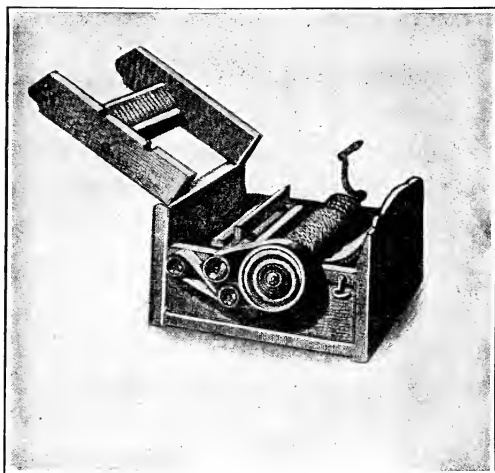
LESSON 52

ELI WHITNEY INVENTS THE COTTON GIN

VERY little cotton was raised in the South at this time. The seed had to be separated from the lint by hand, a very difficult process. One person could not clean more than a pound of cotton in a day, and a

whole family could not clean more than eight or ten pounds.

Just after the Revolutionary War a ship carried eight small bags of cotton to England. They were



WHITNEY'S COTTON GIN

seized on the ground that such a quantity of cotton could not be raised in the United States. While Washington was President, three hundred and ninety-nine bales were exported in one year from the United States, which was con-

sidered a wonderful crop. A cotton field of thirty acres near Savannah was considered a curiosity.

Eli Whitney was a young man who had come from New England to Georgia to teach school and practice law. He was living at the home of Mrs. Nathanael Greene, fourteen miles from Savannah. He had always been fond of inventing things, and had made a number of useful arti-

Eli Whitney
and Mrs.
Greene

cles for Mrs. Greene. One day Mrs. Greene had a number of guests for dinner, and they were discussing the raising of cotton. One of them remarked, "What a pity that some one does not invent a machine for separating the seed from the cotton!"

Mrs. Greene at once thought of the young man who had aided her several times, and said: "Why not ask Mr. Whitney to make a machine of this sort? He can do anything."

Whitney was sent for, some seed cotton was given him, and the difficulties explained. He had to make his own tools, and even his own wire. After several months' labor he succeeded in making a machine that did as much work as many hands. He had invented the cotton engine, or the cotton gin as we now know it.

The cotton
gin invented,
1793

As soon as the farmers learned about the cotton gin and the work it could do, they began to plant cotton in quantity. By using the Whitney gin, they could clean all the cotton they could raise. In a few years a hundred thousand bales were shipped to England. Cotton land rose in price, slaves were brought to the fields, and the great industry of the South was started.

The first effect of the invention of the cotton gin was to increase the quantity of the cotton raised in the South. Since that time the farmers have planted more and more cotton, until to-day ten million or more

bales are raised every year. The second effect was to fasten slaveholding on the South. The negroes

were well suited for work in the cotton fields. Their labor was cheap and easily controlled.

The demand for cotton by the northern and foreign mills increased every year. So the southern farmers bought more slaves and planted more cotton. At the present day the South not only raises cotton, but has many fine cotton mills.



A COTTON MILL IN THE SOUTH

QUESTIONS

What can you say of the difficulty of cleaning cotton at this time? How much cotton could one person clean in a day? What cotton was seized in England and why? How much was exported in one year when Washington was President? What

can you say of a cotton field near Savannah? Who was Eli Whitney? How was the question of a cotton gin brought to his attention? What were his difficulties? What was his success? What did the farmers then do? What was the first effect of the cotton gin? What was the second effect?

LESSON 53

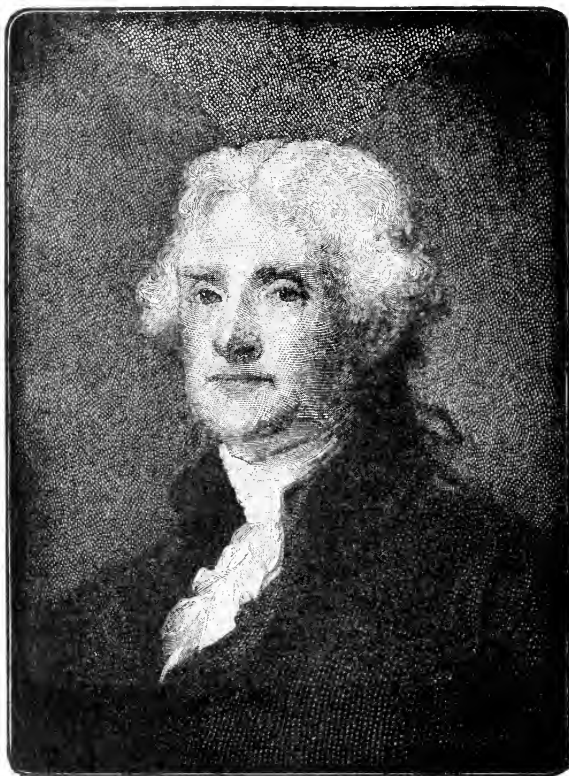
THOMAS JEFFERSON

WHEN Patrick Henry was delivering his great speech against the Stamp Act, a young man stood leaning against the door listening to the burning words of the orator. The young man was Thomas Jefferson. He had come from his home in Virginia when he was seventeen years of age, to become a student at William and Mary College. He had always loved books and while at college often studied fifteen hours a day. He was a friend of Patrick Henry and shared a room with him. His heart was fired by the eloquence of his friend, and he resolved to take part in the great questions of the day.

Jefferson as
a student

Jefferson was a tall, athletic young man, a dead shot with a rifle, and a daring and skilful horseman. He played the violin well, was fond of company, and liked to gather a few friends in the tavern of the town to spend an evening in talking

His accom-
plishments



THOMAS JEFFERSON

and music. He was not an orator, though he was a successful lawyer before a jury. He became famous as one of the most profound thinkers and writers on political subjects that our country has known.

When the Revolution came on Jefferson was a delegate from Virginia to the Continental Congress. Richard Henry Lee, also of Virginia, introduced a resolution declaring that "these united colonies are, and of right ought to be, free and independent states." Jefferson was appointed on the committee to draw up a declaration to that effect. When the committee met, the members asked Jefferson to write it as the expression of the common feeling of all the delegates and of all the colonies.

He then wrote the Declaration of Independence. Benjamin Franklin and John Adams changed a few words, and the report of the committee went to the Congress. During the debate on its adoption, Jefferson, who could write but could not make a speech, listened impatiently but silently to the criticisms of his work. Franklin sat near him and consoled him with amusing stories.

**Writes the
Declaration
of Inde-
pendence**

Jefferson afterwards became governor of Virginia, and was minister to France at the time the Constitution was adopted. When Washington was President he was selected Secretary of State. After a few years' service he retired to live in his beautiful home, Monticello, in Virginia. When John Adams was elected President to succeed Washington, Jefferson was elected Vice-President.

Jefferson was the founder and leader of the political party that in those days was known as the Anti-Federalist Party, which later on became the Republican Party, and which to-day is known as the Democratic Party. After the term of office of John Adams expired, Jefferson was elected President of the United States.

Becomes
President,
1801

QUESTIONS

What young man listened to Patrick Henry's great speech? What can you say of Jefferson as a student? What can you say of his appearance and accomplishments? For what did he become famous? Of what Congress was he a member? What did Richard Henry Lee propose? By whom was Jefferson asked to write the Declaration of Independence? How old was he at the time? Who made a few changes in it? How was Jefferson consoled during the debate? What offices did Jefferson afterwards hold? Of what party was he the founder and leader? Whom did he succeed as President of the United States?

LESSON 54

STEPHEN DECATUR PUNISHES THE PIRATES

TRIPOLI is a small country on the northern coast of Africa, and is one of the Barbary States. When Jefferson was President the rulers of these states were pirates. Their vessels attacked and plundered the merchant ships of all nations, as they

The pirates
of Tripoli

tried to pass through the Mediterranean Sea. Several nations, in an effort to protect their merchant ships from attack, paid tribute to the pirates, instead of punishing them and destroying the pirate vessels.

The United States also had been paying tribute to the pirates, but this did not save the American vessels and seamen from attack and robbery. American sailors were made slaves and were compelled to work on the farms or in the groves of rich Tripolitan landowners. American officers were shut up in loathsome prisons, given poor food, and subjected to many insults. American vessels were robbed of their cargoes and many of them destroyed by the pirates. It was by no means an unusual occurrence for a preacher in an American church to announce to his congregation that some member or neighbor had been captured by the pirates in the Mediterranean, and to ask for money to be paid for his ransom.

The pirates were getting more insolent than ever, were demanding more tribute money, and were more regardless of their promises. The United States decided to put a stop to this, and war was declared against Tripoli. Our navy consisted of only six small vessels. Four of them were sent to fight the pirates on the Mediterranean. Our little fleet gave a good account of itself. Several pirate

Plunder of
American
vessels

War against
Tripoli.
1801-1805

ships were captured, and others were driven away from their attack on merchant vessels.

One accident befell the American fleet. The frigate *Philadelphia*, while giving chase to a pirate ship, struck on a rock in the harbor of Tripoli, and was compelled to surrender. The pirates swarmed aboard, plundered the ship of everything valuable, and took the seamen and officers ashore as prisoners. It was a sad and discouraging mishap to the Americans.

For months the *Philadelphia* lay helpless on the rocks in the harbor of Tripoli. It was manned by a pirate crew and guarded by pirate ships. At last Lieutenant Stephen Decatur, in command of a little vessel that had been captured from the pirates, was ordered to destroy the *Philadelphia*. It was a cold night in winter, and a heavy wind was blowing. With no lights to guide him, Decatur sailed close to the *Philadelphia* before he was discovered. The pirates on board, not knowing what vessel it was, called out to him to keep off.

Decatur kept on until his vessel touched the *Philadelphia*. He then cried out, "Board her!" His men sprang aboard, drew their swords, and soon overpowered the pirate crew. Many of the pirates were cut down, and others driven overboard into the sea. Knowing that he could not move the ship, Decatur ordered it to be set on fire.

Lieutenant
Stephen
Decatur

Recapture of
the "*Phila-
delphia*"

Flames arose quickly from the sides, while Decatur escaped without the loss of a single man.

After this the harbor was bombarded by the American fleet until the ruler of Tripoli was forced to make terms of peace. After that no more ^{Punishing the pirates} tribute money was paid to the pirates, and no more American merchant vessels were disturbed as they sailed on the Mediterranean Sea. Our little navy had won the respect of the world by punishing the pirates and bringing them to terms.

When Decatur returned to America he was received everywhere with great respect. He was hailed as the hero who had carried the American flag to ^{Honors to Decatur} victory in our first war in foreign waters. Congress voted him a sword for his bravery, receptions were held, speeches of congratulation were made, and everywhere the people were proud of the deeds of the navy which, though small in size, was yet so great in valor.

QUESTIONS

Where is Tripoli? What can you say of the piracy of the Barbary rulers? What had several nations done? How did the pirates treat the American sailors? What became of the officers and cargoes? What was a usual occurrence? What did Jefferson decide to do? How large was our navy at the time? How many vessels were sent to the Mediterranean? What happened to the *Philadelphia*? What did the pirates do? Describe the way in which Stephen Decatur destroyed the

Philadelphia. What did the ruler of Tripoli now do? What about the tribute money? What had our little navy done? What honors were paid to Decatur?

LESSON 55

PURCHASING AND EXPLORING LOUISIANA

WHEN Jefferson was elected President, the Mississippi River was the western boundary of our country. Beyond was the great territory known as Louisiana, which was again in possession of the French. New Orleans, also a French possession, was the seaport for the products of the Mississippi valley. The farmers along the Ohio and Mississippi loaded their produce on rafts or in boats and floated it down to New Orleans, to be carried in ships to foreign markets.

It was important for the United States to own New Orleans. The farmers of the West needed an outlet for their trade which no foreign country could close at its pleasure. Therefore Jefferson sent commissioners to France to buy New Orleans. France was at war with England and was badly in need of money, consequently that country proposed to sell not only New Orleans but all the Louisiana territory for fifteen million dollars. The trade was promptly made and Louisiana came into our possession.

It was a great bargain for America. We secured the city of New Orleans and gained control of the Mis-

The Louisi-
ana Pur-
chase, 1803

Mississippi River. We added a domain to our territory larger than the original thirteen states. The size of the United States was doubled and our western boundary was advanced from the Mississippi River to the Rocky Mountains.



THE LEWIS AND CLARK EXPEDITION

Jefferson sent two young men, Lewis and Clark, to explore our new possessions. They were directed to visit the Indian tribes and tell them of the change of ownership; also to study the plants and animals and observe the soil and climate of the West. They were provided with boats, provisions, and arms as well as presents for the Indians.

With boats loaded with coffee, sugar, crackers, dried meat, tools, clothing, and presents, the party dropped
**Exploring
the West,
1805** down the Ohio, passed up the Mississippi, and spent the winter at the little village of St. Louis. In the spring they started up the Missouri. In many places the current was swift, and often the driftwood nearly upset the boats. The men explored the regions along the river and killed deer, bears, and other game for food. Near the bluffs opposite the present city of Omaha, a council was held with the Indians, the peace pipe was smoked, presents were distributed, and the Indians were told that the land now belonged to the Great Father at Washington. The place was named Council Bluffs.

After traveling sixteen hundred miles the party camped for the winter. In the spring they started again, passed the mouth of the Yellowstone, and at last came in sight of the Rocky Mountains. It was a dangerous trip, through wild cañons, over slippery heights and along steep precipices where one false step would mean instant death. Weary, ragged, half-starved and footsore, they came to the other side of the mountains.

After a long march they reached the Columbia River. Here they built canoes and descended the river until they came to the Pacific Ocean. They had crossed the western half of the American con-

continent, and were glad enough to build a comfortable camp and spend the winter on the Pacific slope. In the spring they began their long journey homeward. They crossed the mountains and floated down the Missouri until they came to St. Louis, after an absence of two years and four months.

Return of
the party,
1807

QUESTIONS

What was the western boundary of our country when Jefferson became President? What was beyond that? What can you say of New Orleans? Why was it important for the United States to own New Orleans? What did Jefferson do? What did France propose? How much did we pay for the Louisiana territory? What can you say of the purchase? What did we gain by it? Who were sent to explore the West? What were they directed to do? Where did they spend the first winter? Describe the ascent of the Missouri. What happened at Council Bluffs? What river did they next explore? Where did they spend the second winter? How did they return home? How long had they been absent?

LESSON 56

ROBERT FULTON PERFECTS THE STEAMBOAT

ONE morning a crowd of people stood on a dock in New York city waiting to see a strange sight. Robert Fulton had announced that he had made a boat that would move by steam power, and had invited a

number of friends to join him in the first trip up the Hudson River to Albany. On all sides were the



ROBERT FULTON

graceful sail boats, and when the people saw Fulton's ugly little craft with

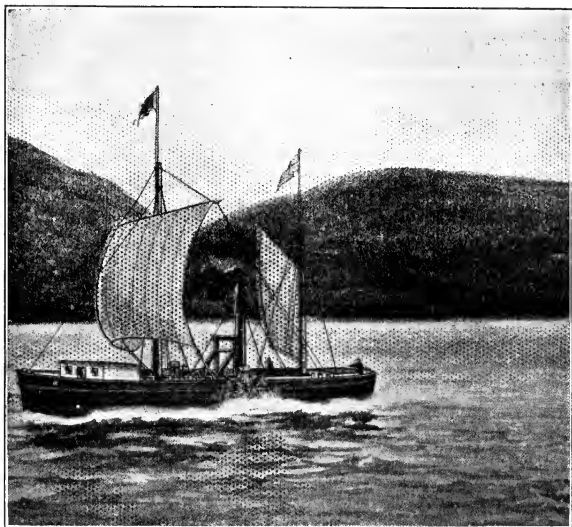
"Fulton's Folly"

a smokestack sending out clouds of smoke they were much amused and called it "Fulton's Folly."

Fulton had always been fond of inventing things. When he was a boy he made the lead for his own pencils; he astonished the citizens of his town by making his own fireworks for a

Fourth of July celebration; he suggested plans for improving guns, and one day, on a fishing trip, worked out a plan for moving the boat by paddle wheels turned by a crank.

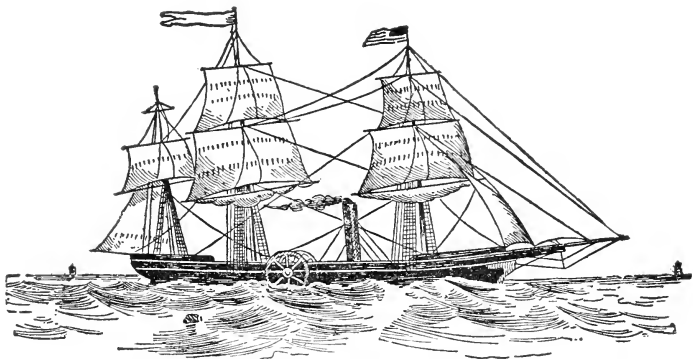
When Fulton became a man he learned to paint pictures, but his mind was always on practical things. He suggested a scheme for canals and locks, he devised a submarine torpedo boat, and at last became



THE "CLERMONT" ON THE HUDSON

interested in the experiment that others were making to propel a boat by paddle wheels moved by steam power. The steamboats that others had made had not succeeded for various reasons, but Fulton resolved to make one that would be a success. When he made his steamboat he named it the *Clermont* in honor of the home of his friend Robert Livingston, who provided money for the building of the boat. It was then that he invited his friends for the trial trip, and the crowd gathered to see them start.

Robert Fulton builds the "Clermont"

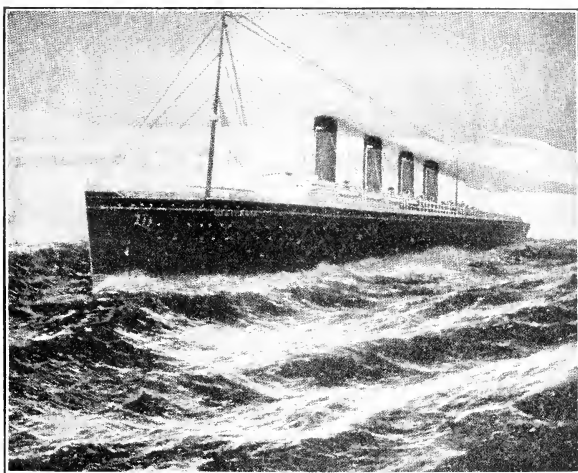


THE "SAVANNAH" — THE FIRST STEAMSHIP TO CROSS THE OCEAN

The boat was quite an ungainly affair. Livingston, who was on board, said, "It looks like a sawmill mounted on a scow and set on fire." Fulton moved among his guests and tried to make them cheerful. They were doubtful about the success of the experiment and felt very foolish as the crowd on shore made fun of them. Fulton gave the order for the engines to start, and to the surprise of every one the boat moved boldly away from the shore.

A cheer arose from the crowd and from the passengers. The boat stopped and the cheers ceased. The people on board begged to be put ashore, for they thought the boat was a failure and were afraid it might sink. Fulton begged them to wait a half hour while he found out what was the matter. He went below and in a few minutes made

The "Clermont" starts on its voyage, 1807

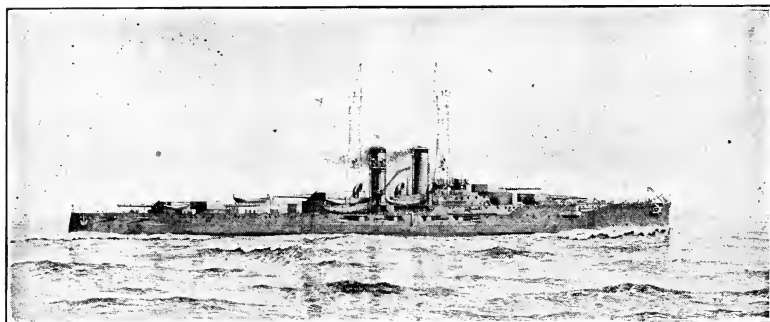


A STEAMSHIP OF THE PRESENT DAY

things right. The engines started, the boat moved, the crowds cheered again and the guests smiled. This time the boat did not stop but kept on its way up the river. As it passed the sailing vessels, the villages on the shore, and the farmhouses by the way, the people waved their hats and handkerchiefs and shouted congratulations.

At last the *Clermont* reached Albany, and started on its return down the river. This was accomplished in safety, and Fulton's boat was pronounced a success. The *Clermont* soon began to make regular trips up the Hudson, charging seven dollars from New York to Albany. Steam ferry boats came in use. It was

not long before steamboats were made to run on the Ohio and Mississippi rivers.



A MODERN BATTLESHIP

Twelve years after the first voyage of the *Clermont*, a steamship named the *Savannah* crossed the Atlantic Ocean. Since that time steamships have been so improved that they are fitted up with every luxury, carrying hundreds of passengers, and crossing the Atlantic in less than a week.

QUESTIONS

What had Robert Fulton announced? Whom had he invited and for what purpose? What did the people think of Fulton's boat? What did they call it? What things had Fulton done when a boy? What things had he done when he became a man? In what did he become interested? What did he resolve? What was the name of Fulton's boat? For what was it named? What did Livingston say of the boat?

Describe the start. What did Fulton do? Describe the successful trip. What did the *Clermont* soon begin to do? What other steamboats were put in use? When did a steamship first cross the Atlantic? What can you say of steamships of the present day?

LESSON 57

THE WAR OF 1812

AFTER Jefferson's term of office expired, James Madison of Virginia became President. It was during his administration that the second war with England occurred. It is also called the War of 1812.

England and France had been at war for some time. The United States tried to avoid favoring either country, and wished to remain neutral in the war. England, however, passed a law that any American ship caught trading with France should be seized. France likewise passed a law that any American ship caught trading with England should be seized. Thus the American ships could not safely trade with either country, and our commerce suffered greatly.

Many of our vessels were seized upon various pretexts, and their cargoes captured. French vessels seized over ten million dollars worth of American property. England, however, was more offensive than France. Her war vessels stopped our merchantmen on the seas, sent armed men

Impressing
seamen

aboard, mustered the crew, and seized the sailors for the British service. The British officers said they were searching for English seamen only, but they made little effort to find out whether those they seized were born in England or the United States. This was called "impressing seamen." The English had declared their rule to be "Once an Englishman always an Englishman."

Hundreds of American sailors were seized and forced to enter the British service. A storm of protest arose from all parts of the country. Eng-
War declared
June 18,
1812 land insisted upon her right to impress seamen from American vessels, and to forbid us trading with France. Thereupon war for the second time was declared against England.

The war lasted about two years and a half. The battles were mainly at sea, or along the Canadian border, since Canada was a British possession. At one time, however, the British fleet sailed up Chesapeake Bay and landed an army that captured Washington City. President Madison and the Cabinet barely escaped. The British burned the Capitol and other public buildings, and then proceeded to Baltimore. That place was bombarded for many hours, but was not captured by the British.

The most famous naval battle of the war was the battle of Lake Erie. The Americans decided to get

control of Lake Erie and Oliver H. Perry, a young naval officer, was sent to accomplish the task. Perry had to cut timber from the woods and build the ships for his fleet; the iron, stores, canvas and guns had to be brought in sledges from distant cities. After a



COMMODORE PERRY CHANGES SHIPS AT THE BATTLE OF LAKE ERIE

winter spent in building the fleet, Perry summoned his men on board, sailed into the lake, and challenged the British ships to battle.

It was a desperate engagement that followed. Perry's flagship was shot to pieces and was about to sink. In the midst of the battle, Perry took his little brother, twelve years old, and entering a small boat reached another vessel, in spite of the bullets of the enemy. The battle continued fiercely

Battle of
Lake Erie

until several of the British ships were rendered useless, and surrendered. The others tried to escape, but were pursued and captured. Perry sat down while the smoke of the battle was still in the air and wrote a message to the commander-in-chief saying, "We have met the enemy, and they are ours."

This great victory gave us control of Lake Erie, and compelled the British to retire into Canada. The result filled the people with pride and enthusiasm. We had won many naval victories in the war. We had proved that ship for ship, man for man, and gun for gun, America was more than a match for England.

QUESTIONS

Who became President after Jefferson? What war occurred during his administration? What foreign countries were at war? What did the United States try to do? What law did England pass? What law did France pass? How did America suffer in consequence? What happened to our ships? In what way was England most offensive? What did the British officers say? What was this called? Upon what did England insist? How long did the war last? Where were the battles mainly fought? What city was captured by the British? What was the most famous naval battle? What did the Americans desire? How did Perry obtain a fleet? Describe the battle of Lake Erie. Describe Perry's heroic conduct. What message did he send? What was the effect of the battle?

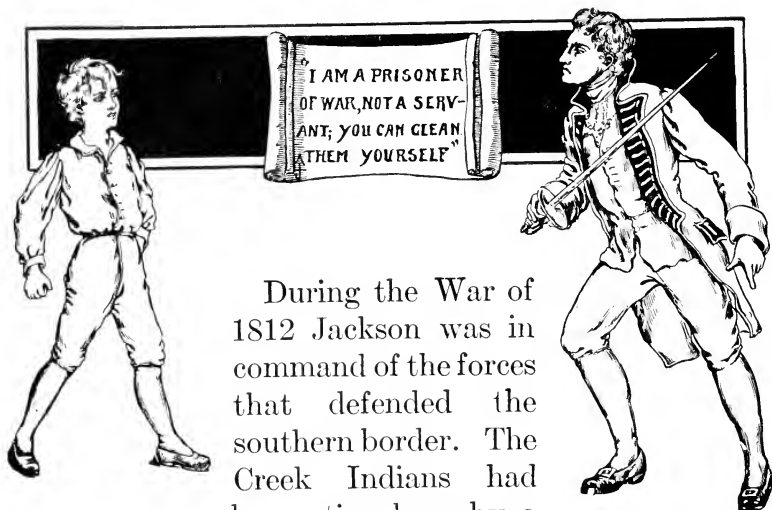
LESSON 58

ANDREW JACKSON AND THE BATTLE OF NEW ORLEANS

BEFORE we come to the end of the War of 1812 we must learn something of Andrew Jackson. During the Revolution he was a poor country boy, living in South Carolina, tall, freckle-faced, and full of fire and mischief. He had learned the terrors of war, for the British had killed many of his neighbors and friends, as well as his own brother. When he was thirteen or fourteen years of age he was taken prisoner and a British officer said roughly, "Boy, clean my boots!" The fiery young Jackson replied, "I am a prisoner of war, not a servant; you can clean them yourself." The officer struck him on the head with a sword, leaving a scar that he carried all his life.

The young
Andrew
Jackson

When Jackson became a man he moved to Nashville, Tennessee, and began to practice law. The country was rough and full of Indians, and the villages were far apart. He often rode many miles through the forests to reach the court. His high temper led him into many quarrels and fights, and he fought a number of duels. When Tennessee became a state he was elected to Congress, and afterwards became a senator. He was not fond of political life, however, and soon retired from office.



During the War of 1812 Jackson was in command of the forces that defended the southern border. The Creek Indians had been stirred up by a

famous warrior named Tecumseh. At Fort Mims, in Alabama, they had fallen upon the garrison and massacred several hundred men, women, and children.

Jackson pun-
ishes the
Creeks

Jackson gathered an army of twenty-five hundred men and went in pursuit of the savages. He defeated them at the battle of Horseshoe Bend on the Tallapoosa River. The power of the Indians in the South was broken forever, and they were glad to sue for peace. Jackson had marched his



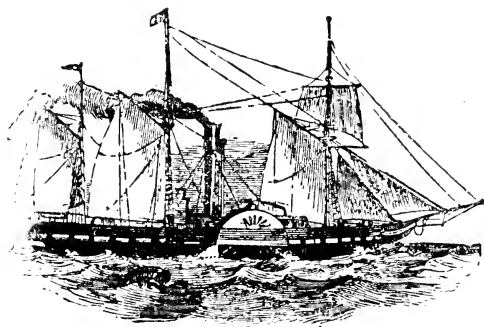
JACKSON AND THE
BRITISH OFFICER

army long and far, and had endured much hardship without complaint, and so his soldiers named him "Old Hickory" because he was so tough.

The British threatened to attack New Orleans. General Jackson hurried his army to that place. He found the people in a panic of fear and distress, and he immediately declared martial law. The British landed below the city and Jackson began to build his defences. Day and night for weeks the work went on. Every horse, mule, ox, and cart in the city was put into service.

Battle of
New Orleans,
January 8,
1815

The British advanced at night, but Jackson was on the watch. The sleeping army was aroused and by four o'clock every man was in his place. By daybreak the battle began, but



AN EARLY STEAMSHIP

it was over in two hours. The slaughter of the British, as they advanced against the American earthworks, was frightful. The killed and wounded fell in heaps until hundreds were slain. General Jackson lost only a few men. The British withdrew from the attack and sailed away.

The battle of New Orleans was fought two weeks after a treaty of peace had been signed in Europe between England and the United States. There were no cable or telegraph lines, or swift sailing steamboats in those days to carry the news. The news of the great victory at New Orleans reached the northern states almost simultaneously with that of the signing of the treaty of peace that closed the war. Everywhere there was great rejoicing.

Treaty of
Peace, De-
cember 24,
1815.

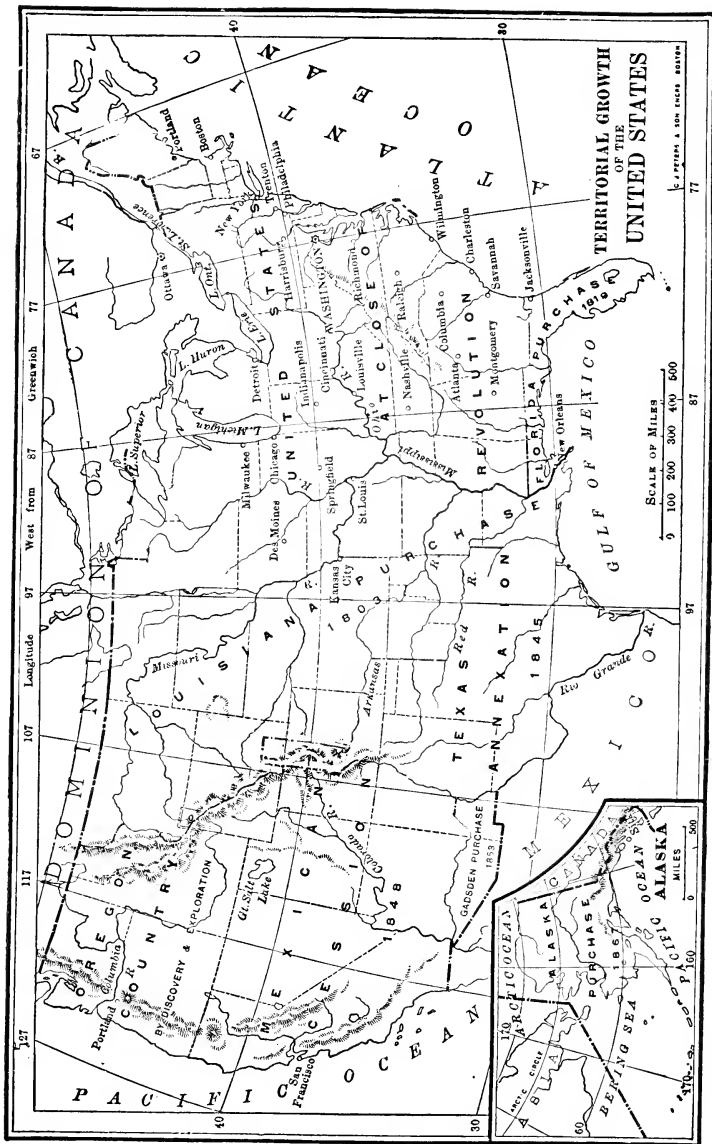
QUESTIONS

What can you say of Andrew Jackson during the Revolution? How had he learned of the terrors of war? Relate the story of his encounter with the British officer. Where did he practice law? What can you say of his life there? What public offices did he hold? What forces did he command in the War of 1812? What happened at Fort Mims? How were the Indians punished? What name was given to Jackson, and why? What city did the British threaten to attack? What preparation did Jackson make? What can you say of the battle? Of the British and American losses? What had happened two weeks before the battle? Why did news travel so slowly?

LESSON 59

PROGRESS AND IMPROVEMENTS

AFTER the War of 1812 was over there came a long era of peace and prosperity. James Monroe, of Virginia, succeeded James Madison as President. His term of office is known as the "Era of good feeling," be-



cause there were no political quarrels or wars to vex the country. The administration of Monroe is chiefly noted for his famous message to Congress, in which he declared that the European governments should no longer found any colonies in America, or interfere in the affairs of any American country. This is known as the "Monroe Doctrine," and is one of the established principles of our government.

The Monroe
Doctrine,
1823

John Quincy Adams, of Massachusetts, became the next President. The spirit of progress and improvement had seized the people. One of the greatest enterprises of that day was the Erie Canal, which was to connect the Hudson River with Lake Erie. This canal is nearly four hundred miles long, and canal boats and barges carry great quantities of freight from one end to the other at very little expense. When it was opened the farmers and merchants of the West abandoned the wagon roads and began to use the canal instead.

The Erie
Canal, 1825

By this time there were ten millions of people in the United States. Instead of thirteen states there were twenty-four. Throughout the North people were building mills and factories, and in the South more cotton was raised every year. Steamboats were plying on nearly all the large rivers, roads were opened between the large towns, and the nation was showing

great progress and prosperity. Coal was coming slowly into use, and even gas was being introduced into a few large cities.



THE FIRST LOCOMOTIVE

The locomotive and the railroad car came into notice about this time. The longest and the most

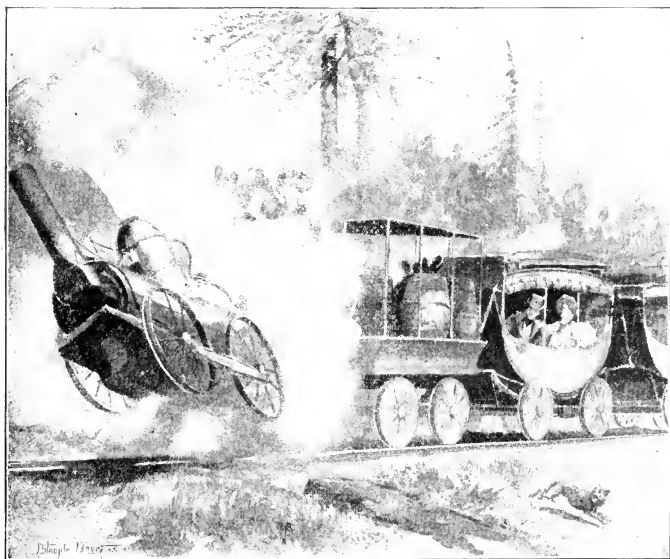
important of the early railroads in America was between Charleston and Hamburg, South Carolina. The locomotive used on this road

was called the "Best Friend," and was a very crude affair. It was the first locomotive built in the United States for actual service on a railroad. It was fed with fat pine and sent out clouds of smoke and showers of hot cinders. At the end of a trip the blackened passengers looked like negroes. A sad accident happened to the "Best Friend." The negro fireman, tired of hearing the hissing steam, fastened down the steam valve, and then to make sure sat on it. The result is easily imagined.

Beginning of
railroads,
1830

On some of the early railroads, the coaches for the passengers were like huge barrels mounted on trucks. The conductor walked on a little platform outside and collected fares through small windows. The rails were flat, and not very securely fastened to the ties, so that they occasionally curved

Early railroads

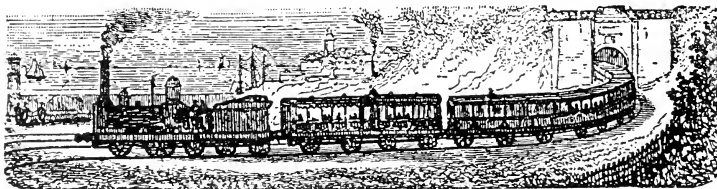


ACCIDENT TO AN EARLY LOCOMOTIVE

like snakes and ran through the bottom of the cars, to the great danger of the passengers.

The speed of the early locomotive was very slow.

When the Baltimore and Ohio railroad announced that it would use steam power instead of horse power on its road, people were in doubt which was the means of faster travel. On a trial of speed between the engine and a stagecoach the horse came in as winner.

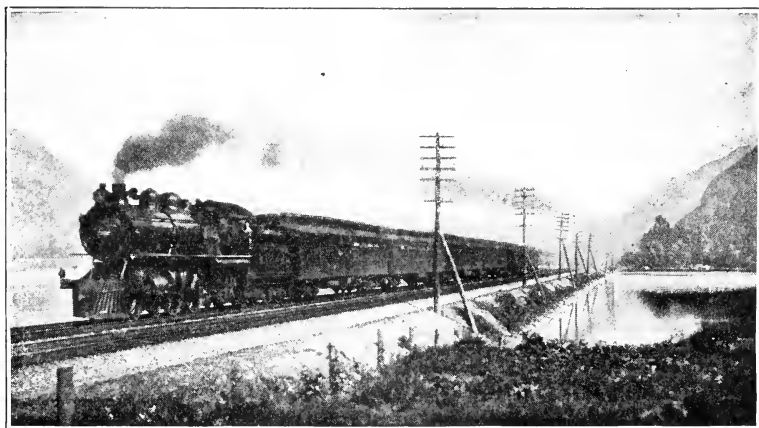


ONE OF THE FIRST RAILROAD TRAINS

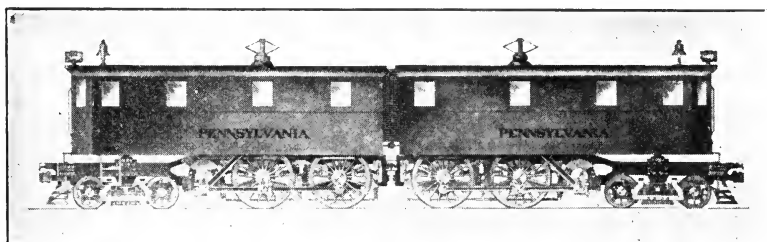
A trip over the Mohawk Valley road was an occasion of great display. The engineer wore a dress coat and the rude coaches were full of distinguished guests in fine clothes. The coaches were held together by slack chains, so that when the train started nearly everybody was thrown out of his seat. The engine sent out so much smoke that the passengers were almost blinded and choked, and the hot cinders made them so uncomfortable that they raised their umbrellas. But as the umbrellas soon caught fire they were thrown away, while the guests spent their time beating each other with hats, handkerchiefs, and canes to put out the fire. Nevertheless, the trip was declared a great success.

Trying experience of passengers

From this beginning railroads grew rapidly. In ten



A MODERN PASSENGER TRAIN

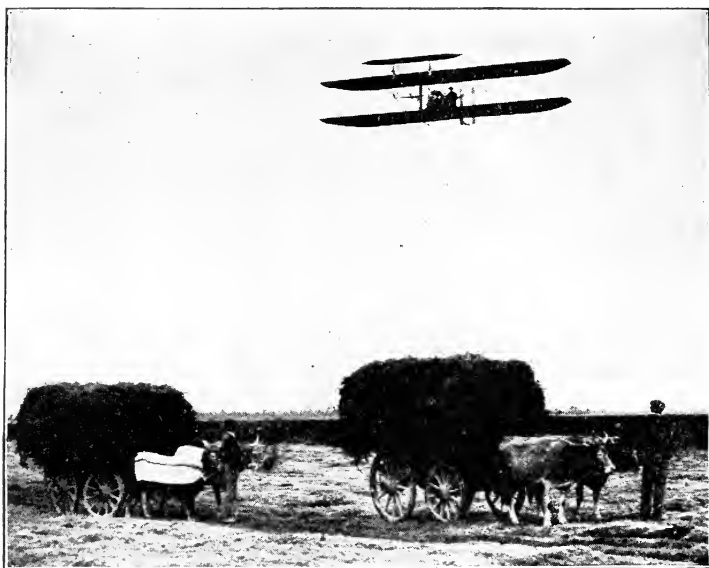


ELECTRIC LOCOMOTIVE

years there were three thousand miles of road, hundreds of locomotives and comfortable coaches. To-day, the railroads of the United States, if put into a straight line, would reach nine times around the world. Ex-

press trains go fifty miles or more an hour, and every comfort is provided for the passengers.

Of late, American engineers have made electric locomotives of great speed and power, which in our



A FLYING MACHINE

large cities are taking the place of steam locomotives. The flying machine has already been tested to a speed of more than a hundred miles an hour. In modern warfare it is used for fighting, scouting, bombing, and for photographic purposes.

QUESTIONS

What came after the War of 1812? Who succeeded Madison as President? What is his term of office known as? Why? For what is Monroe's administration chiefly noted? What is the "Monroe Doctrine?" Who succeeded Monroe? What spirit had seized the people? What can you say of the Erie Canal? How many people were in the United States at this time? How many states? What signs of prosperity can you mention? What especially was coming into notice? Describe the "Best Friend." Describe the passenger coaches. Describe the rails. What can you say of the speed of the early locomotive? Illustrate it. Describe the early trip over the Mohawk Valley road. What can you say of the railroads of the present day?

LESSON 60

HENRY CLAY

MANY of the great men of America were born in the country, with few advantages, spending their early life in poverty, toil, and hardship. They became The mill boy of the slashes eminent by faithful work, hard study, and close attention to duty. Henry Clay was one of these. When he was a boy in Virginia he attended school in a log schoolhouse, plowed barefoot in the fields, and could often be seen riding a pony to mill, seated on a meal-sack. People soon began to call him the "mill boy of the slashes," and in after life he was proud of the name they had given him.



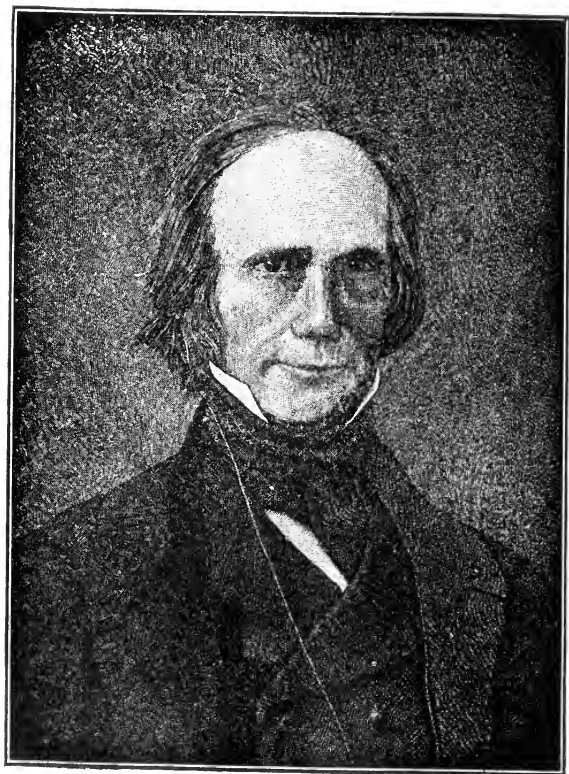
MILL BOY OF THE SLASHES

When he was about fifteen years of age he moved to Richmond and became a copying clerk in one of the courts. When he first entered the clerk's office he was tall and awkward and wore a badly fitting suit of clothes which his mother had made for him. The other clerks laughed at him, but they soon learned to respect him for his good nature and intelligence. Every night when the other clerks went out for amusement Clay went home to read.

His industry
and studiousness

When he was twenty-one he moved to Kentucky and began to practice law. He was successful from the start, and soon had many clients. It has been said that no murderer who was defended by Henry Clay ever suffered the extreme penalty of the law. He soon entered

Clay as a
lawyer and
an orator



HENRY CLAY

public life, was elected to the state legislature, then was appointed to the United States Senate, and later was elected to the House of Representatives. He was chosen as Speaker, or presiding officer, seven times,

serving fourteen years in all. He was a great orator. He had a rich, musical voice, and whenever he spoke crowds came to hear him. He was polite in his manners, never forgot a name or a face, and made many friends by his genial smile and warm hand-grasp.

When Clay was Speaker of the House of Representatives the great question of slavery was disturbing the country. By this time all the northern states had freed their slaves, and slaveholding was confined to the southern states. In the North there was a growing sentiment against slavery, while in the South, where slave labor was profitable, the feeling was very much in favor of it.

From time to time new states had been admitted to the Union. Some were free states and some were slave states. It so happened that the number of each kind had been kept equal, so that advocates from neither side of the slavery question could control the government. By this time there were twenty-two states, eleven free and eleven slave. Then the question came up of admitting Maine and Missouri as states. Maine would be a free state, of course, and if Missouri came in as a free state, then the free states would be two more in number than the slave states.

A great discussion on the admission of Missouri arose in Congress. Should slavery be permitted in

Missouri or not? It seemed as if the Union itself was in danger. To bring peace to the country, Henry Clay came forward with a compromise. He proposed that Missouri should come in as a slave state, but that all the rest of the Louisiana territory, north of the line that forms the southern boundary of Missouri ($36^{\circ} 30'$) should forever be free territory. This is known as the "Missouri Compromise." Both sides agreed to it, and the dangerous question of slavery slept for a while.

The Missouri
Compromise,
1820

Clay became known as the "Great Pacificator" on account of his successful efforts in preventing the dispute regarding slavery and the tariff from breaking up the Union.

QUESTIONS

What can you say of many of the great men of America? What can you say of Clay's boyhood in Virginia? What name did he receive? What did he become when he was fifteen years of age? Describe his appearance. What can you say of his industry? When did he move to Kentucky? What can you say of his success as a lawyer? What public offices did he hold? What can you say of him as an orator? What great question was disturbing the country? What can you say of slaveholding? What was the feeling about it? Why was there a dispute over the admission of Missouri? What compromise did Clay propose? What is this compromise called? What name did Clay receive on account of his peaceful measures?

LESSON 61

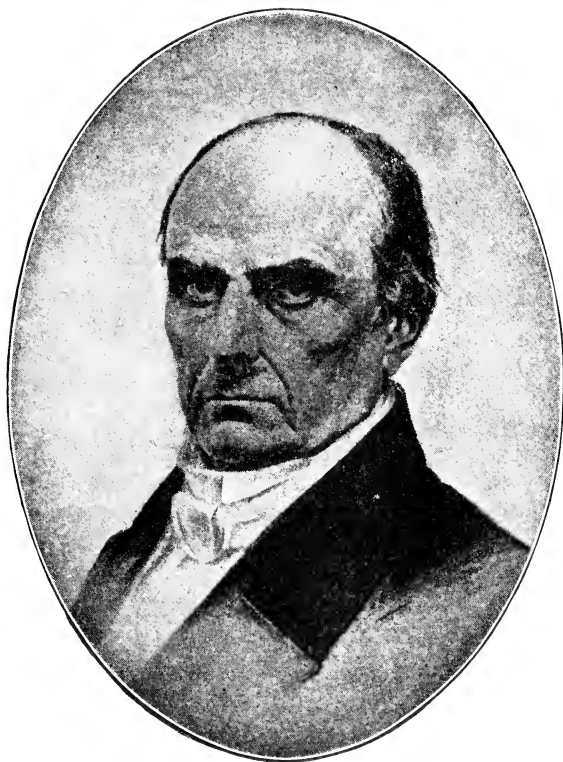
DANIEL WEBSTER

DANIEL WEBSTER was born on a farm in New Hampshire. He was a delicate child, unable to do **Webster as a** hard work, but was wonderfully bright. **child**

What time he was not at play he spent in some quiet corner reading a book. He entered school when very young and soon learned all his teacher was able to teach him. He was known far and wide as a remarkable child. One day a storekeeper showed him a copy of the Constitution of the United States printed on a cotton handkerchief. Webster did not rest until he had saved enough pennies to buy it, and when he bought it he did not rest until he had learned the Constitution by heart.

Webster's father was a poor man with but little learning. He was wise enough, however, to know the **Webster in** advantages of an education. One day he **college** told his son he intended to send him to college. Webster was so anxious for an education that he could not speak for emotion. He afterwards said, "A warm glow ran all over me, and I laid my head on my father's shoulder and wept." At college he was a hard student, and in a short time was the best speaker and writer in his class.

When Webster left college he began to practice law,



DANIEL WEBSTER

and later moved to Boston. He was no longer delicate and slender but had become a man of noble appearance, sturdy and dignified. His eyes were dark and his brow was massive. People said, "When

Daniel Webster walked the streets of Boston he made the buildings look small." Once when he visited Europe some one said, "Surely there goes a king!" A great wit said, on looking at his dignified appearance, "He is a small cathedral by himself."

Webster was elected a member of the United States Senate from Massachusetts. At that time one of the great questions agitating the country was the tariff. In order to raise money to run the government, taxes or duties were laid on many articles brought from abroad and offered for sale in America. The money thus raised for this purpose was called a tariff for revenue, and everybody was content to pay it, so long as it was used only to pay the expenses of the government.

After a while, however, the government increased the duties on certain articles in order to keep foreign goods from being sold in America at a less price than the same kind of articles could be profitably manufactured and sold for in this country. This was called a tariff for protection, and only those sections engaged in manufacturing were benefited by it.

The tariff for protection bore hard on the southern people because they had to buy manufactured articles mainly from New England, and the high prices threatened to reduce the South to poverty. They therefore

complained loudly of the tariff. The New England manufacturers replied that without the high prices their mills would have to be shut down, and then they would be the ones reduced to poverty. A quarrel began between the agricultural states and the manufacturing states. Some of the southern states threatened to disregard the tariff laws of Congress, and to declare them null and void inside their borders.

This condition of affairs brought about a great debate in the United States Senate between Robert Y. Hayne, from South Carolina, and Daniel Webster, from Massachusetts. Hayne declared that the people of the southern states were compelled by the tariff law to buy manufactured articles at a price they could not afford, that New England was getting rich and the South was getting poor, and that it was unconstitutional for laws to oppress one section in order to enrich another. Under such conditions a state had the right to refuse to obey the laws.

The Hayne-
Webster de-
bate, 1830

Webster, in his reply to Hayne, argued that no single state could be the judge of the wisdom of the laws of Congress; that the union of the states could not be broken by any one of them, and that no state had the right to nullify a law of the land. Webster's speech on this occasion raised him to the rank of the greatest of American orators.

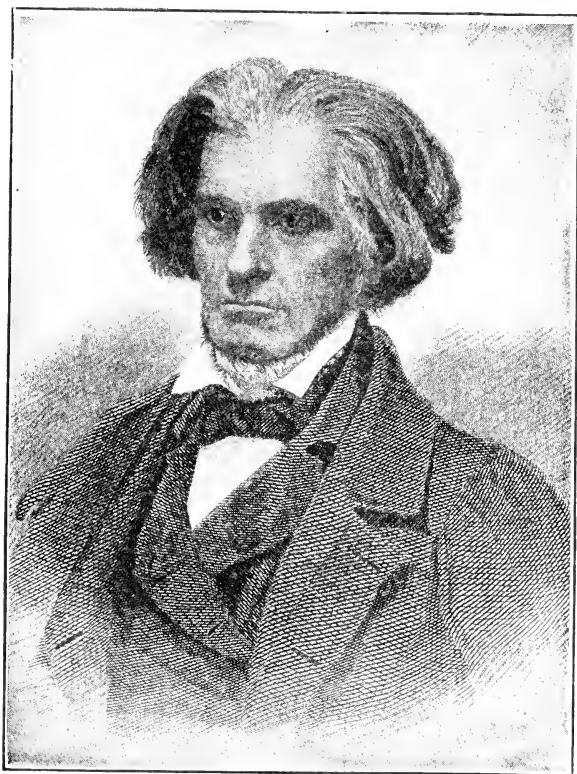
QUESTIONS

Where was Webster born? What kind of child was he? What can you say of his fondness for books? How did he first learn the Constitution? Relate the incident of his father's sending him to college. How did he act at college? To what place did he move? Describe his appearance. What was said of him? To what public office was he elected? What great question came before the country? What is a tariff for revenue? What is a tariff for protection? On what people did the protective tariff bear hard? Why? What did the manufacturers reply? What did some southern states threaten to do? What great debate occurred? What were some of Hayne's arguments? What did Webster say in reply? What rank did Webster now take?

LESSON 62

JOHN C. CALHOUN

JOHN C. CALHOUN was born and reared in South Carolina. When a boy he worked in the field with his father and listened to his stories of Revolutionary times as they sat by the fire on winter nights. He grew up a quiet, thoughtful boy, fond of rambling through the woods and of reading books on history. When he was about twenty years of age he entered Yale College and soon was the leader of his class. The president was so struck with his studiousness and ability that he said, "Calhoun will be a great man, — perhaps the President of the United States."



JOHN C. CALHOUN

After studying law for several years he began to practice in South Carolina, but he did not enjoy it. He called reading law "a dry and solitary journey." He preferred history, the great deeds of great men.

He soon entered public life and was sent to Congress about the time the War of 1812 began. The members were delighted with his powers of oratory. His great blue eyes glowed like coals of fire, his hair fell in masses about his broad forehead, and his rich voice poured out a volume of ringing words.

Andrew Jackson succeeded John Quincy Adams as President of the United States. Calhoun was Vice-president. In that office it was his duty to preside over the Senate. It was the time of the great agitation over the question of the tariff. Calhoun wrote a letter to the people of South Carolina in which he told them there would always be a conflict between the interests of the North and the South; that the southern people who used slave labor to raise cotton and tobacco could not have the same interests as the northern people who used free labor to manufacture cloth and iron; that the tariff was designed to help the northern states and to hurt the southern states. He therefore declared that the way to protect South Carolina from this unjust law was to declare it null and void so far as South Carolina was concerned.

South Carolina took his advice and passed an ordinance of nullification. President Jackson threatened to send troops into that state to enforce the tariff, and to hang any man who shed a drop of blood in

Calhoun's
advice to
South Caro-
lina, 1832



ANDREW JACKSON

opposition to the laws. He secured the passage of a bill by Congress known as the Force Bill, giving him the power to use the army and navy to enforce the collection of the tariff.

But South Carolina was a plucky state and Calhoun was a determined leader. It looked as if civil war would follow. Henry Clay, however, secured a compromise measure by which the tariff was reduced a little every year, and South Carolina repealed the ordinance of nullification. This was the second time that Clay had brought peace to the country.

Calhoun was in public life for nearly forty years. He resigned the office of vice-president in order to be-

Calhoun as a leader come a United States senator. With Clay and

Webster he formed "the great trio" of senators whose wonderful abilities controlled the destinies of the country for more than a generation. Calhoun was the great leader of the southern people, the advocate of the rights of the states, and a firm believer in preserving the institution of slavery.

QUESTIONS

Where was Calhoun born and reared? Tell something of his early life. When did he enter Congress? What can you say of his power of oratory? Who succeeded Adams as President? What office did Calhoun hold? What was the question of the day? What did Calhoun tell the people of South Carolina? What did he declare? What did South Carolina do? What was the action of President Jackson? What bill was passed by Congress? How was peace secured? What was the compromise? What did Carolina do? Who composed "the great trio?" What can you say of Calhoun as a leader? In what was he a firm believer?



“I COME TO CONGRATULATE YOU.”

LESSON 63

MORSE INVENTS THE ELECTRIC TELEGRAPH

UPON one occasion a number of passengers on board a vessel returning from Europe to America were discussing electricity. In the company was Samuel F. B. Morse, a painter, who had been abroad studying art. One of the company remarked, “I have heard that a current of electricity passes over a very long wire almost instantaneously.” This set Morse to thinking and to planning how an electric current might be used to make signals, and by means of wires to carry messages over long distances.

Morse worked on the drawings of an instrument and wrote an alphabet of dots and dashes. Before the ship reached New York he had practically invented the telegraph as we know it at the present day. He became so interested in the

Morse works
on his inven-
tion

idea that he painted no more pictures, but gave himself up to making a telegraph instrument. He worked day and night in an attic room in New York, leaving his bench only to get a little food. He was very poor, and his friends thought it a great pity for so fine an artist to be wasting his time on so foolish an idea.



SAMUEL F. B. MORSE

At last the instrument was made and his friends were invited to see it work. He showed them a large coil of wire, with an instrument at one end for sending a message, and a receiver at the other end for taking it. Some of the guests whis-

Testing the
telegraph

pered messages to Morse. He sent the words over the wire, which were received in dots and dashes on a piece of paper at the other end of the wire. The messages were then read by some one who understood the Morse alphabet. The guests were greatly astonished and delighted.

Morse was too poor to build a telegraph line without assistance, and so he applied to Congress for thirty

thousand dollars to test his invention. Some of the members made great sport of the idea and had many jokes at Morse's expense. The hour of adjournment of Congress approached and Morse saw no chance of getting the appropriation. He left the hall and went home in great discouragement. Early next morning a young lady, a friend of the inventor, came to him and said, "Your bill was passed by Congress at the last moment, and I come to congratulate you." Morse was greatly delighted, and told the young lady that she should send the first message over the wires when the line was completed.

Morse began to build a line between Washington and Baltimore. At first the wires were put in tubes and buried in the ground, but that did not work well. They were then put on poles, as we see them at the present day. When twenty-two miles had been finished from Washington toward Baltimore, Morse decided to give the people a surprise. A convention held in Baltimore had nominated a candidate for President. When the convention had acted, a train started with the news to Washington. When the train reached the telegraph wire the news was promptly sent on to Washington ahead of the train. The passengers were much astonished on reaching the city to find that the news was already one or two hours old.

Congress
makes an
appropriation

The first
news by tele-
graph, 1844

When the line was finished to Baltimore and the day came to make the test, Morse asked the young lady who had brought him word that Congress had granted him the money, to send the first message. She wrote the words from the Bible "What hath God wrought!" After this first message a conversation followed over the wires and the great electric telegraph was declared a success.

The first
message,
1844

Many years afterwards Cyrus W. Field decided to lay an electric cable under the Atlantic Ocean, so that messages could be sent between Europe and America. The wires were protected by gutta percha and laid along the ocean bed. Several attempts were made before a successful cable was laid. At the present day millions of miles of telegraph and cable wire connect all cities and countries, and the events of each day in all parts of the earth are flashed over the wires and are printed in the papers. Much of our business depends on the telegraph, and we can have the satisfaction of hearing from our relatives and friends from any part of the earth in a few hours.

The Atlantic
Cable, 1866

QUESTIONS

Who was Samuel F. B. Morse? How was the idea of an electric telegraph suggested to him? What did he think and plan? What did he work on and what did he write? How did he work when he reached New York? What did his friends think? What did he finally show his friends? How was the

instrument tested? What appropriation did Congress make? What line was started? What was the first plan for laying the wires? What surprise did Morse give the people of Washington? What was the first message sent over the completed wires? Who laid a cable under the Atlantic Ocean? What can you say of telegraph and cable lines at the present day?

LESSON 64

TEXAS BECOMES A PART OF THE UNITED STATES

THE hero of the independence of Texas was Sam Houston (Hū'-ston). He was born in Virginia and moved to Tennessee when he was thirteen years old. His brothers placed him in a trader's store as clerk, but he did not like this tame life and ran away to live with the Cherokee Indians. The chief adopted him as his son, and made him dress in Indian fashion and learn the Indian language.

During the War of 1812 Houston was an officer under General Jackson in the battle of Horseshoe Bend. As he was leading his men against the Creek Indians a barbed arrow struck him in the leg. A friend pulled the arrow from the wound and the blood flowed freely. In spite of this Houston remained in the battle. He was so weakened by wounds and loss of blood that he had to be conveyed to his mother's home on a litter, several hundred miles through the rough country. It took him a long time to regain his health.



SAM HOUSTON

Afterwards Houston began the practice of law in Nashville. He was elected a member of Congress and later on became Governor of Tennessee. While he

was a candidate for reelection he suddenly resigned his office and left the state. He went again to the Cherokee Indians, and found the old chief who had adopted him as a son. He took up the life and habits of the tribe. He dressed like the Indians, spoke their language, and sat on the floor of the chief's cabin, eating hominy out of the same dish with him and his friends.

Abandons
public life

After a year he went to Washington to see his friend Andrew Jackson, who was the President of the United States, in order to protest against the way the Indian agents were treating the Red men. He declared the agents were swindling the Indians in buying their lands for such trifles as a blanket, a flask of powder, or a bottle of whiskey. After that the swindling agents were removed and the Indians had better treatment.

Houston now left his Cherokee friends and moved to Texas. That great country was a part of Mexico, but many of the inhabitants were settlers from the United States. The Texans were tired of the treatment they received from Mexico, and finally declared themselves free and independent. This brought on a war between Texas and Mexico. Sam Houston was elected commander-in-chief of the Texas army.

Houston
moves to
Texas

The most noted event in the war was the capture by a large Mexican force of an old mission near San

Antonio called the Alamo (Ah'-la-mo). Inside the fort were one hundred and fifty-five Texans besieged by a thousand or more Mexicans. The brave commander answered the demand for surrender by a cannon shot. He said, "I shall never surrender or retreat." After a ten days' siege the Mexicans stormed the fort. So great were their numbers that they "tumbled over the walls like sheep." The Texans fought from room to room, using their clubbed rifles and bowie knives, so long as there was one left alive. At last the brave defenders were all slain, not one being spared. After the fort had fallen five Texans who were discovered in hiding were taken out and run through with a bayonet. It was a dreadful massacre, and fired the hearts of the Texans for revenge.

In addition to this outrage, the Mexicans had captured a number of soldiers at Fort Goliad and taken them prisoners of war. After the soldiers had surrendered their arms and were expecting to be sent home on parole, the Mexicans marched them out of the fort and shot them to death.

Santa Anna, the Mexican general, paid dearly for his cruelty. General Houston pursued him and overtook him at the San Jacinto (Sän Hä-thĩn-to) River. The soldiers went into battle crying: "Remember the Alamo! Remember the Ala-

The Massacre at the Alamo, 1836

Battle of San Jacinto, 1836

mo!" The Mexicans fled before them and were cut down with great slaughter. Santa Anna was captured, over six hundred of his men killed, and the independence of Texas was secured.

Texas became known as the "Lone Star Republic," because it had a flag with one star. Sam Houston was the first President after its independence had been recognized. Texas applied for admission into the Union. The request was granted after eight years of opposition by the northern states, on the ground that Texas would be a slave state, and already there was bitter opposition to the extension of slave territory.

The admis-
sion of
Texas, 1845

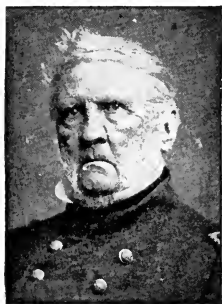
QUESTIONS

Who was Sam Houston? What were the incidents of his early life? What happened to him at the battle of Horseshoe Bend? What public offices did he hold? What did he do while governor of Tennessee? Where did he go? Why did he go to Washington? What did he declare? Into what country did Houston move? What can you say of Texas? What did the Texans declare? What position was given to Houston? Describe the massacre of the Texans at the Alamo. What had happened at Fort Goliad? Describe the battle of San Jacinto. What name was given to Texas? What office did Houston hold? What did Texas apply for? With what opposition did the application meet?

LESSON 65

WE ACQUIRE THE PACIFIC SLOPE

MEXICO had never yielded her claim to Texas. When that state became a part of the United States Mexico took offence, and the relations between the two countries were by no means friendly. The southern part of Texas was disputed territory and the Mexican troops there soon came into conflict with the American troops. This brought on war between the two countries.



GEN. WINFIELD SCOTT

The war with Mexico lasted nearly two years. General Zachary Taylor drove the Mexicans out of the lower part of Texas and held that territory for the United States. General Winfield Scott marched from Vera Cruz to the City of Mexico, defeating the Mexican army in every engagement and finally capturing the city itself. During the war the Mexicans did not win a single battle.

War with
Mexico,
1846-1847

A treaty of peace was signed by which Mexico gave up to the United States all the territory of New Mexico and California, and the Rio Grande was recognized as the southern boundary of Texas. The United States paid Mexico \$15,000,000 and agreed to

settle \$3,500,000 worth of Mexican debts due to American citizens.



AN ALFALFA FIELD IN CALIFORNIA

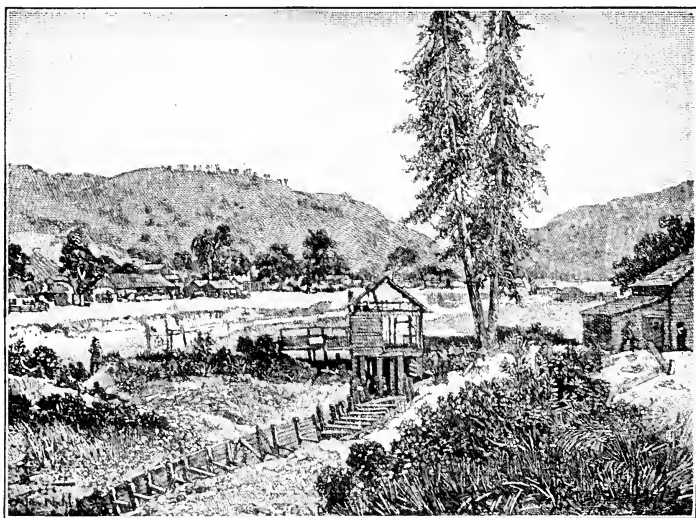
In the meantime a treaty had been made with England by which the Oregon territory was divided between that country and the United States. Thus by the treaties with Mexico and with England our territory was extended from the Rocky Mountains to the Pacific Ocean. The new territory covered an area of about a million and a quarter square miles.

The Oregon
territory

Nine days before the signing of the treaty with

Mexico, gold was discovered in California. Captain Sutter had built a fort where the city of Sacramento now stands. Fifty miles above it on a branch of the American River he was having a saw-mill built. One of the men, while watching the water in the mill-race, observed shining particles

Discovery of
gold in Cali-
fornia, 1848



From a painting

SUTTER'S MILL AND RACE

in the sand. It occurred to him that they might be gold. Hastily gathering as many of the particles as he could, he mounted a horse and rode to Sutter's fort.

Here he and Sutter examined the particles and found that they really were gold.



BIG TREES OF CALIFORNIA

In a short time the fact became known. News was carried to the seacoast and thence to all parts of the world. Gold had been discovered in California! A wild rush to the gold fields ensued. Everybody began digging for gold and stories were told of fortunes made in a week. Gold hunters and settlers hurried overland and by sea into California. In a little over a year as many as a hundred thousand people moved to the Pacific slope. From a place of a

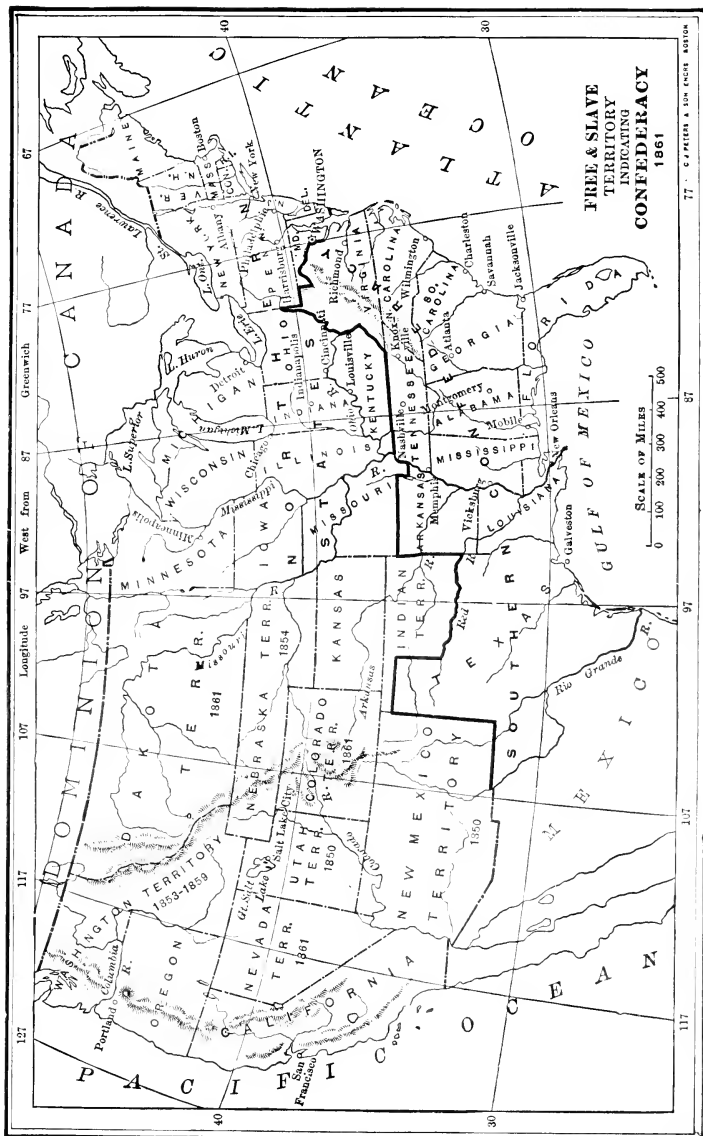
The rush to
the gold
fields, 1849

few cabins and stores, San Francisco sprang into a city of twenty thousand inhabitants.

Gold was discovered in other places in the West, and crowds of immigrants poured into its vast and fertile plains. Long wagon trains crossed the prairies, the women and the children riding in the great covered wagons that contained the household goods, the men walking and keeping a sharp lookout for Indians and wild beasts. Some of these immigrants came from the South, bringing ideas of slavery, and some came from the North, bringing ideas of freedom. Therefore, in some of the states of the West, when they applied for admission to the Union, there were strife and bloodshed over the question of slavery.

QUESTIONS

What had Mexico never yielded? How did Mexico feel towards the United States? What brought about war? How long did the war with Mexico last? What did General Taylor do? What did General Scott do? What can you say of the Mexicans during the war? What were the conditions of the treaty of peace? What other treaty had been made in the meantime? To where did our new possessions reach? How much area did they cover? What event happened in California about this time? Describe the discovery of gold. Describe the excitement it created. How did the Pacific slope grow in population? What can you say of San Francisco? What can you say of immigrants to the West? What was the cause of much strife and bloodshed in the West?



HEROES OF THE CIVIL WAR

LESSON 66

ABRAHAM LINCOLN

FOR a long time the northern states and the southern states had differed on the subject of slavery. The people of the South not only desired to keep their slaves but wished to carry them into the West, as that territory was opened to settlers. The people of the North were not only opposed to slavery in the western states, but many of them were openly opposed to slavery anywhere.

Abolition societies were formed in many places in the North for the purpose of bringing about the freeing of the slaves. Runaway slaves escaping from the South into the North were often kept in hiding and aided to get beyond the reach of their masters. When the people of the territory of Kansas were left to settle the question for themselves, settlers from the North advocating no slavery and settlers from the South determined on slavery moved in, and a condition of war existed for several years during which many persons were killed.

Among the most fanatical of the abolitionists was John Brown. He and his sons had engaged actively in the Kansas war. Going to Virginia with a band of twenty followers he seized the arsenal at Harper's Ferry. He then called on the slaves to rise and arm themselves. To his surprise the slaves did not rise, nor did anyone else come to his aid. Brown was captured and hanged for inciting an insurrection. This incident is known as the "John Brown Raid."

It can easily be seen that all this aggravated the bad feeling between the North and the South. The South insisted that under the Constitution it had a right to hold slaves, and that the North should not interfere with that right. The North insisted that slavery was a great wrong, that it should not spread beyond the limits of the South, and indeed that it ought to be altogether abolished.

During this state of feeling Abraham Lincoln of Illinois was elected President of the United States.

Abraham Lincoln was one of the truly great men of the nation. He was born in a log cabin in Kentucky, of very poor parents. When a boy his parents moved to Indiana, and later on, when Lincoln was twenty-one, the family moved to Illinois. His early years were spent in great hardship. He went to school not more than twelve months in all his life.



ABRAHAM LINCOLN

When he reached Illinois he did any kind of work that he could find. He cut down trees, and so great was his skill and strength that it was said he could sink an axe deeper into a tree than any other man in Illinois. He split rails and built fences;

His early
life

he worked on a flatboat down the Mississippi River, and then clerked in a store. Whatever he did, he did well, and he was admired by all his friends. Like nearly all great men he was fond of reading, and even



LINCOLN READING

when a boy, after a day's hard work, he would sit before a fire and by its light read some book he had borrowed from a neighbor. After a while he began to practice law and was sent to the legislature. He became noted for his plain, common-sense way of speak-

ing, his homely wisdom, and for his humor. He seemed to have a story to fit every occasion. He was called "Honest Abe," because he always said and did what he thought was right.

At one time he engaged in a great debate with Stephen A. Douglas. Both were candidates for the United States Senate. The two men went from town to town discussing, before large crowds, the subject of slavery in the territories. Lincoln was defeated, but his speeches were printed in all the papers, were read by everybody, and made him famous.

Lincoln-
Douglas de-
bate

Lincoln was the candidate of the Republican party for President, the party whose principles were opposed to slavery. He had expressed his sentiments in these words: "A house divided against itself cannot stand. I believe this government cannot endure half slave and half free. I do not expect the house to fall, but I do expect it will cease to be divided. It will become all one thing or all the other."

Lincoln was President during the four years of the Civil War. During the war he issued his famous proclamation freeing the slaves in the states engaged in war against the Union. He said: "My paramount object is to save the Union. If I could save the Union without freeing any slaves, I would do it. If I could save it by freeing all of the

Freeing the
slaves, 1863

slaves, I would do it. If I could save it by freeing some and leaving others alone, I would also do that."

After the surrender of the Southern army, Lincoln was assassinated in Washington City while seated in a box at a theatre. He died the next day. The nation was thrown into great grief over the deplorable event, for he was admired, honored, and respected by all people from all sections of the country.

Lincoln as-
sassinated,
April 14,
1865

QUESTIONS

What did the people of the South desire about slavery? What was the attitude of the people of the North? What can you say of abolition societies? Of runaway slaves? Of the trouble in Kansas? What had John Brown and his sons done in Kansas? What was the John Brown raid? What did the South insist upon? What did the North insist upon? Who was elected President under this condition?

What can you say of Lincoln? Of his early life? Of his character? What can you say of his life in Illinois? What can you say of his fondness for learning? What name did he acquire? What can you say of the Lincoln-Douglas debate? How had Lincoln expressed his sentiments? What did he say was his object in freeing the slaves? What happened to Lincoln after the close of the Civil War?

LESSON 67

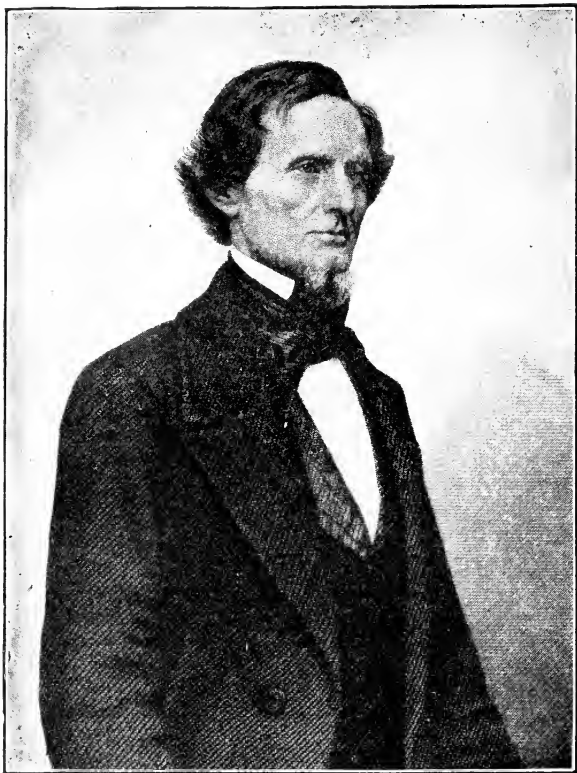
JEFFERSON DAVIS

As soon as it became known that Lincoln was elected President of the United States, South Carolina passed an "ordinance of secession," which meant that that state withdrew from the Union. In a short time ten other southern states also withdrew, making eleven in all. These states united to form a separate government called "The Confederate States of America." The names of the Confederate States are, Virginia, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Tennessee, Arkansas, Louisiana, Texas. The first capital of the Confederate States was Montgomery, Alabama, but as soon as the war began the capital was changed to Richmond, Virginia.

The Confed-
erate States
of America

Jefferson Davis, of Mississippi, was elected President of the Confederate States. He was born in Kentucky not more than a hundred miles from the birthplace of Lincoln. He was eight months older than Lincoln. In early life Davis had moved to Mississippi and had grown up familiar with slaveholding conditions. When he was sixteen years old he went to the West Point Military Academy, and was trained to be a soldier. He was in the Indian wars of the West, and rendered valuable service as a soldier in the war with Mexico. He was elected senator

Jefferson
Davis



JEFFERSON DAVIS

from Mississippi, and became the champion of the right of the southern people to hold slaves, and of the extension of slavery in the states and territories of the West if the people there desired to have it.

The great purpose of President Davis was to preserve the rights of the states as guaranteed by the Constitution. He believed that the Union was an agreement among all the states for certain purposes expressed in the Constitution itself, and that slaveholding was one of the things that each state had the right to decide for itself, and with which the general government had no right to interfere. He maintained that the rights of the states were more sacred than the Union itself, and that when one section of the country violated the Constitution, the other sections were no longer bound by it.

Purpose and
opinions of
Davis

Davis was President of the Confederate States during the four years of the Civil War, as Lincoln was President of the United States. He lived during these trying years in Richmond, Virginia, the capital of the Confederacy. At the close of the war, and when the last hope of success for the southern army had gone, and the northern soldiers were about to capture Richmond, President Davis left the capital and traveled southward. He was arrested in Georgia, held on the charge of treason, and thrown into prison. His case was never brought to trial. After two years he was released and retired to his home in Mississippi. Here he spent the remainder of his life in dignified retirement, dying at the age of eighty-one years.

Davis during
the war

Davis will ever remain dear to the hearts of the South. Great as an orator and statesman, steadfast in the belief that the cause of his people was just, patient and uncomplaining under misfortune and abuse, he will ever have the respect, admiration, and affection of the southern people.

QUESTIONS

What ordinance did South Carolina pass? What did it mean? How many states followed? What government did they form? Under what name? Name the Confederate States. What was the first capital of the Confederacy? What was the second? Who was elected President of the Confederate States? Where was Davis born? To what state had he moved in early life? Where was he trained to be a soldier? In what wars did he serve? Of what was he an advocate in the Senate? What was his great purpose? What did he believe about the Union? About slaveholding? What did he maintain about the rights of the states? Where did Davis live during the war? What did he do at the close of the war? What can you say of his imprisonment? Where and at what age did he die? What can you say of him?

LESSON 68

STONEWALL JACKSON

THE Civil War began by the bombardment of Fort Sumter in the harbor of Charleston, South Carolina. The fort held a garrison of northern soldiers and a vessel had arrived outside the harbor with still more

troops to add to those already in the fort. This was considered by President Davis an act of hostility. The surrender of the fort was demanded; the demand was refused, and accordingly the fort was fired upon.

The bombardment lasted thirty-four hours until the fort was almost in ruins. After a brave defence the commander surrendered and Fort Sumter fell into the hands of the Confederacy. The news of the bombardment and surrender of Fort Sumter created intense excitement everywhere.

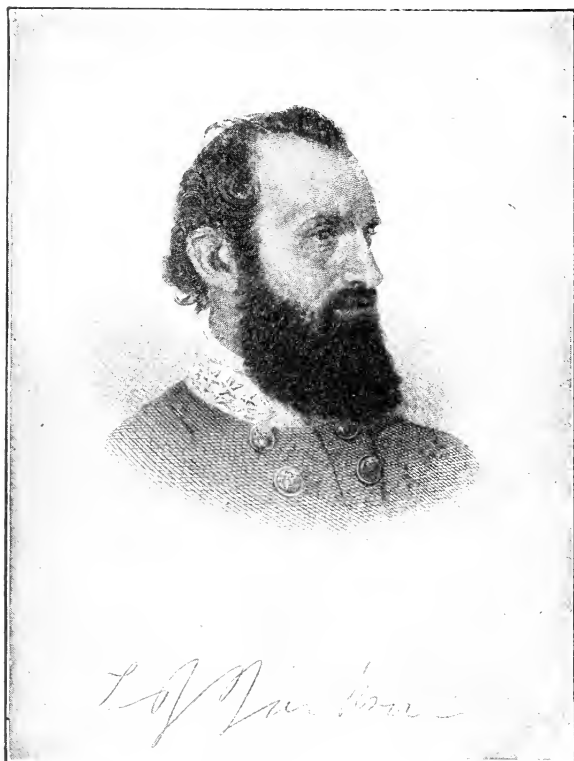
Bombardment of Fort Sumter, April 12, 1861

President Lincoln called for seventy-five thousand soldiers to carry on the war, and President Davis called for volunteers to resist invasion. The war was begun, and both sides prepared in earnest for the deadly conflict.

Virginia was the main battle ground of the war, and the capture of Richmond was one of the main objects of the northern army. The cry was: "On to Richmond!" A splendid army marched out of Washington with banners and music.

First battle of Manassas, July, 1861

Crowds of people went along in wagons and carriages. A southern army had been gathered to meet the advancing enemy, and the two hosts met at Manassas Junction. Then occurred the first great battle of the war, known as the battle of Manassas or Bull Run. It was a great Confederate victory. The northern troops were driven back; then they began to run, and finally



GENERAL THOMAS J. JACKSON

they broke into a disorderly panic and rout, many of them not stopping until they were safe in Washington City.

At one time in the battle General Thomas J. Jack-

son had rallied his troops on a hill and was being fiercely attacked. An officer cried out, "General, they are beating us back!" "Then, sir," said **Stonewall Jackson**, "we will give them the bayonet." Jackson and his men stood firm. Another Confederate officer pointing to him called out to his own troops, "There stands Jackson like a stone wall!" From that time Jackson was known as Stonewall Jackson.

Jackson had been reared on a farm in Virginia, and educated at the Military Academy at West Point. He was very religious, teaching in the Sunday school, and often gathering the slave children about him to read the Bible to them. He never smoked, drank intoxicating liquors, or used profane language. It was his custom to pray long and earnestly before a battle was to be fought.

Jackson was one of the greatest soldiers of the war. He was a military genius who inspired his troops with deep affection and confidence. If Jackson was in command they felt sure of victory. **The Valley Campaign, 1862** At one time during the war when the northern army was pressing on Richmond, Jackson with fifteen thousand men made a remarkable campaign in the Shenandoah valley. He marched his little army over four hundred miles in forty days, defeated four armies in succession sent against him, came so near Washington as to throw that city into the greatest

alarm, and captured and killed seven thousand of the enemy's forces. This is known as Jackson's Valley Campaign, and is considered one of the greatest feats in military history.

After the war had been in progress for two years, at the battle of Chancellorsville, Jackson had ridden out in front of his own troops to reconnoiter the position of the enemy. When he returned it was nearly dark. His own men, thinking Jackson's party to be a body of northern cavalry, fired upon them. Jackson fell from his horse mortally wounded. He died in a few days saying, "Let us cross over the river and rest under the shade of the trees." When Lee heard that Jackson was dead he wept and said, "I have indeed lost my right arm."

**Death of
Jackson**

QUESTIONS

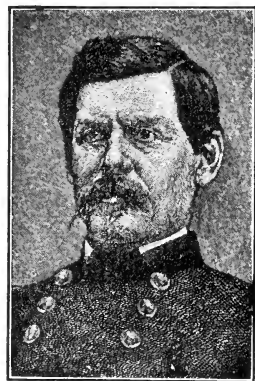
How did the Civil War begin? What did Fort Sumter hold? What had arrived? What did President Davis consider an act of hostility? What then happened? What became of Fort Sumter? What preparations were made for war? What was one of the main objects of the North? Where was the first great battle of the war fought? What was it called? What was the result? How did Jackson get the name of Stonewall? What can you say of the early life of Jackson? What were some of his habits? What can you say of him as a soldier? Describe the incidents of the Valley Campaign. How was Jackson accidentally killed?

LESSON 69

ROBERT E. LEE

THE year after the battle of Manassas the northern army, under the command of General George B. McClellan, attempted to capture Richmond in the campaign known as the Peninsular Campaign. McClellan came within ten miles of Richmond — near enough to see the smoke from the chimneys — but in a series of battles lasting a week he was compelled to abandon his purpose.

While this campaign was in progress, Robert E. Lee was made commander-in-chief of the Confederate army. It is conceded



GENERAL GEORGE B.
McCLELLAN

General Robert E. Lee

that he was the greatest general of the war. He had been trained as a soldier at the Military Academy at West Point. He had served in the Mexican War as an engineer, building bridges, laying out roads, and constructing forts. When the war came on he was a colonel in the United States army, and said he would give a million slaves, if he had them, to save the Union, but that he could not draw his sword against Virginia, his native state.

When Lee took command of the southern army he showed his military genius by using his smaller forces to hold in check the great armies sent against him. General John Pope was defeated in the second battle of Manassas, and Lee invaded Maryland. A great battle was fought near Sharpsburg, on Antietam Creek, which was so undecided that

Defeats the
northern
armies



LAST MEETING OF LEE AND JACKSON

Lee returned to Virginia. General A. E. Burnside was next sent out with an army which Lee completely routed at Fredericksburg. General Joseph Hooker likewise met defeat at the battle of Chancellorsville. Lee had proved himself more than a match for the northern generals.



GENERAL ROBERT E. LEE

After the war had been going on for two years the great battle of Gettysburg was fought. It was the greatest battle of the Civil War, and was the turning point of the fortunes of the southern army in the East. The battle was fought

The battle of
Gettysburg,
July, 1863

three days in succession. On the last day occurred the famous charge of General Pickett against the northern breastworks. The southern troops — veterans by this time — moved across a valley a mile wide, charged a hill where the enemy was established, and with desperate courage tried to capture their guns. The slaughter of men was dreadful. The roar of cannon, the rattle of musketry, the smoke of battle, and the cries of wounded men made a scene long to be remembered.

In spite of these heroic efforts the Confederate troops were defeated, and Lee retired across the Potomac into Virginia. The army was worn out with much fighting. There were no more troops to take the places of the dead. Nearly every man in the South who could bear arms had been enlisted for the war. Supplies of all kinds were scarce. The soldiers were poorly paid and badly clothed. From this time it was a question of wearing out in face of a great army whose ranks could easily be filled, and who were supplied with everything needed for successful warfare.

The northern war vessels blockaded the southern ports, so that no supplies could be brought from foreign countries. This brought on a scarcity of medicine, salt, ammunition, guns, and army supplies. The southern people bravely endured their hardships.

The women knitted socks for the soldiers, cut up their curtains, and wove their carpets into supplies for the army.

QUESTIONS

What attempt did McClellan make and what was the name of the campaign? How near to Richmond did McClellan come? What was he compelled to do? Who was made commander-in-chief of the southern army? Where was Lee trained to be a soldier? What service had he seen? What position did he hold in the United States army when the war came on? What had he said? How did he show his genius? In what battle was Pope defeated? What was the result of the battle of Antietam? Where was Burnside defeated? Where did Hooker meet defeat? What was the greatest battle of the war? Describe the charge of General Pickett. What was Lee compelled to do? What was the condition of his army by this time? What had the northern war vessels done? What did this bring about? How did the southern women show their devotion to the cause?

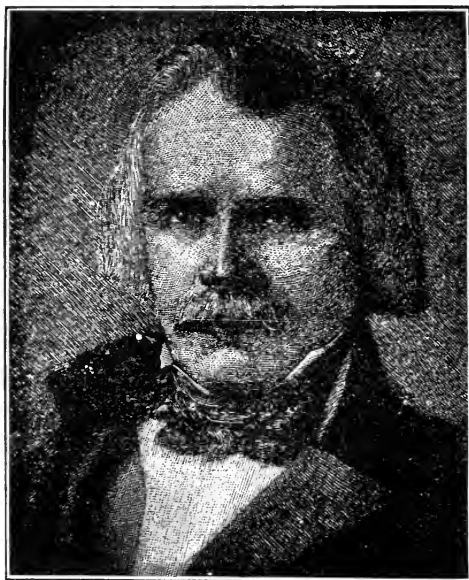
LESSON 70

ULYSSES S. GRANT

THE war plan of the North was first to capture Richmond and drive the Confederates out of Virginia; second, to get control of the Mississippi River; third, to march an army through the heart of the South and completely enfold the Confederacy within the toils of two great armies.

Accordingly, while the war was going on in Virginia,

as we have seen, a campaign was also in progress in the West. Early in the war the northern army cap-



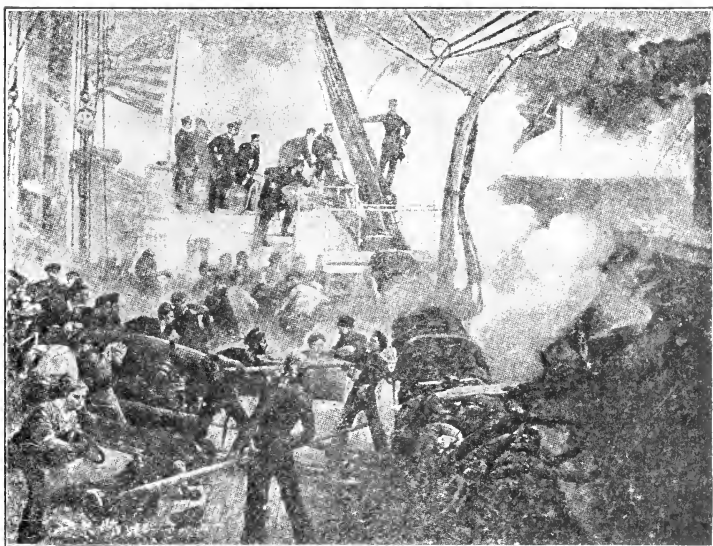
GENERAL ALBERT SIDNEY JOHNSTON

tured Fort Henry on the Tennessee River, and Fort Don-

**Campaigns
in the West**

elson on the Cumberland River. Thus Kentucky and Tennessee fell into the hands of the northern army. Then followed the great battle of Shiloh on the line between Mississippi and Tennessee in which the Confederate general, Albert Sidney Johnston,

was killed, and the southern army was driven back into Mississippi. Shortly afterwards New Orleans was captured by a northern fleet under command of Admiral Farragut. Later on Farragut entered Mobile Bay and closed that port. In a campaign of a few months the northern army had gained control of the Mississippi with the exception of Port Hudson and Vicksburg.



FARRAGUT IN MOBILE BAY

General Ulysses S. Grant was placed in command of the Union forces in the West. He set vigorously to work to besiege Vicksburg. The city was bombarded with shells until the terrified inhabitants were driven to caves in the hillsides and into the cellars of houses for protection. Food gave out and starvation drove the people to eating mule meat at a dollar a pound. Finally Vicksburg surrendered on the day that Lee began his retreat from Gettysburg.

Surrender of
Vicksburg,
July, 1863



GENERAL ULYSSES S. GRANT

The surrender of Vicksburg was the turning point of the war in the West. The Mississippi was now entirely under control of the North, and all supplies from the West were completely cut off from the southern army

General Grant was from this time the greatest general of the northern army. He had been a student at West Point, and while there was known as **General U. S. Grant** the best horseman in his class. He stood well in mathematics. He served in the Mexican War and was mentioned in the reports as behaving "with distinguished gallantry." After the Mexican War Grant engaged in farming, but without success. He tried the real estate business, but that also was a failure. Shortly before the opening of the Civil War he took a position as clerk in a leather store in Illinois. When President Lincoln called for volunteers Grant offered his services and entered upon his great career as a soldier.

Grant was made commander-in-chief of the northern army and took active charge of the campaign in Virginia. Here he faced Lee in many hard-fought battles. With an army of 120,000 **Grant and Lee in Virginia** men he forced Lee back in spite of the loss of thousands of men. He said he "intended to fight it out on this line if it took all summer." General Lee's army grew smaller and weaker, and Grant's troops pressed him nearer and nearer to Richmond. The end of the war was not far off. In the meantime the third part of the war plan of the North was being carried out in the South, of which we shall study in the next lesson.

QUESTIONS

What were the purposes of the war plan of the North? What forts had been captured in the West? What states fell into the hands of the North? What great battle was fought on the line of Tennessee and Mississippi? What general was killed in this battle? Who was placed in command of the Union forces in the West? Describe the siege and surrender of Vicksburg. What can you say of the surrender of Vicksburg? What can you say of General Grant? Where was he educated? In what war had he served? In what business had he engaged? What was he doing when the war opened? What was he made after the surrender of Vicksburg? What campaign did he take charge of? What did he force Lee to do? What did Grant say of his plan?

LESSON 71

THE END OF THE CIVIL WAR

WE are now to see how the Civil War was brought to a close. After the surrender of Vicksburg the northern army marched across Tennessee. The southern army retired to Chattanooga. At Chickamauga a desperate battle was fought, after which the southern army withdrew into Georgia. General William T. Sherman took command of the northern army in the West. General Grant, in Virginia, directed him to march into Georgia and capture Atlanta.

With an army of a hundred thousand men he started on his campaign through the Confederacy,

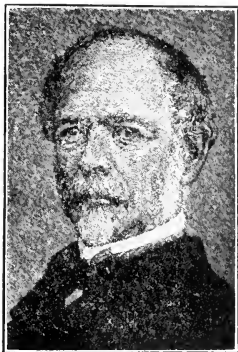
carrying out the third part of the war plan of the North. Sherman was opposed by Joseph E. Johnston, the Confederate general. From Chattanooga to Atlanta there was fighting constantly for two months. At last Sherman reached Atlanta, captured that city, and almost destroyed it by fire.

Sherman
captures
Atlanta,
September,
1864



GEN. WM. T. SHERMAN

In the meantime General Hood had succeeded Johnston in command of the southern army.



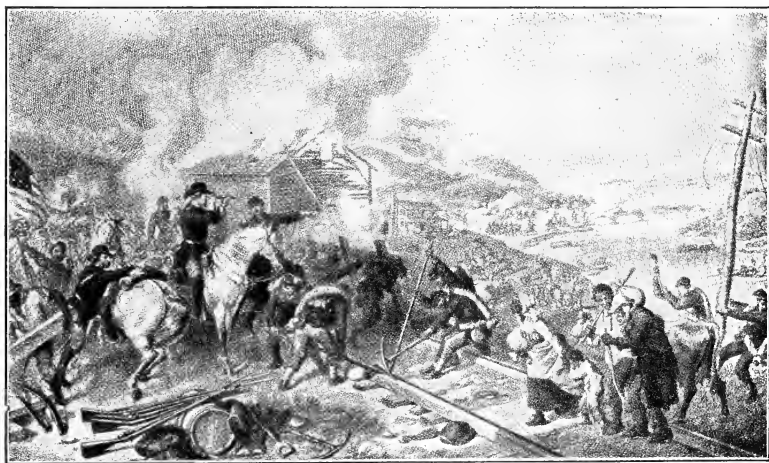
GEN. JOS. E. JOHNSTON

Hood took his forces into Tennessee, where his army was broken in pieces in the battles around Nashville. This left Sherman without opposition to continue his "march to the sea." With an army of sixty thousand men he started for Savannah, his troops living on the country as they moved. They tore up the railroads in their path, burning the ties and wrapping the heated rails around the trunks of trees. They burned gin houses and cotton crops, killed cows, hogs, sheep, and, in fact, made

The march
to the sea

a track of desolation forty miles wide through the heart of Georgia.

Savannah was captured, and Sherman turned northward, marching through South Carolina and North Carolina on his way to unite his forces with Grant in



SHERMAN MARCHING THROUGH GEORGIA

Virginia. The city of Columbia in South Carolina was burned by northern soldiers, and by "bummers" who followed the army in great numbers.

In the meantime General Grant had forced General Lee back upon Richmond. The southern army was reduced to a mere handful of ragged and starved men, and Richmond could not be defended longer.

Lee's lines were broken, and President Davis and his Cabinet left Richmond. It was useless to continue the struggle. Grant and Lee met by appointment at a farmhouse near Appomattox Court House and agreed on terms of surrender. Lee's soldiers laid down their arms and agreed not to take them up again during the war.

The surren-
der of Gen-
eral Lee,
April 9,
1865

General Grant was a generous and manly foe. He ordered the Confederate soldiers to be supplied with food from his own stores, and gave each man his horse or mule to take home with him to use in the "spring plowing." When his own soldiers desired to fire a salute in honor of the surrender he stopped them, saying it was not right to exult in the downfall of an enemy.

After a few weeks all the southern armies surrendered, and the great war was over. The soldiers on both sides returned to their homes and engaged in peaceful pursuits. Everybody was glad that the struggle was ended and the killing of brave men would go on no longer. The war had cost vast sums of money, at one time rising on the northern side to three million dollars a day. Over six hundred thousand men had been killed in battle or had died of wounds and disease in hospitals.

The war settled the question of secession. Our

country is to be an unbroken Union of states. We shall remain one nation, under one government, and be a united people henceforth. The war ^{What the} _{war settled} also settled the question of slavery. The negroes are free. They have taken their places as citizens of our common country, and are gradually coming to an understanding of their opportunities and responsibilities.

QUESTIONS

What were the movements of both armies after the fall of Vicksburg? Where was a desperate battle fought? What did Sherman undertake? Who opposed him? What city did he capture? What became of Hood? Describe the march to the sea. What can you say of Sherman's further movements? What was going on in Virginia? What was the condition of the southern army? What did Grant and Lee do? What did Lee's men do? What did Grant order to be done? What can you say of the cost of the war? How many men had been lost? What two questions were settled by the war?

A REUNITED PEOPLE

LESSON 72

AFTER THE WAR

Now that the war was over the general government set about reconstructing the Southern States. Each state before it was allowed to reënter the Union was required to adopt certain amendments to the Constitution. The thirteenth amendment abolished slavery in all the states and territories. The fourteenth amendment made the negroes citizens and gave them the protection of the law. The fifteenth amendment gave the negroes the right to vote. It was several years before all the Southern States adopted these amendments, but finally they all agreed to them, and the Union of the states was restored.

Reconstruction
of the
Southern
States

The era of reconstruction of the South was a sad one. The states that were out of the Union were placed under military rule, and many of the best white people in the South were not allowed to vote or hold office. Adventurers called "carpet-baggers" flocked into the South, deceived the negroes with all kinds of promises, and

Carpet-
baggers in
the South

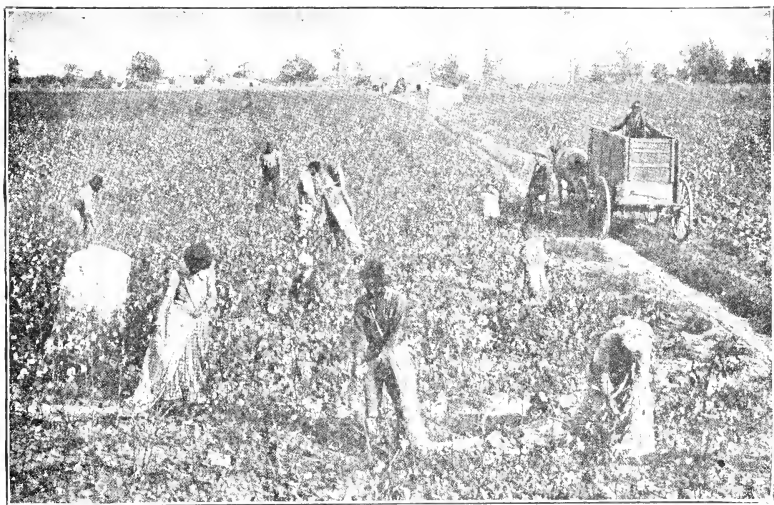
aided worthless and dishonest persons to secure office. Even the negroes, who a few years before were working in the fields, were made judges and members of the legislature.

To protect themselves against evil white men and negroes there was organized in the South a secret society known as the Ku-Klux Klan. When the Ku-Klux rode the members were masked, and spread terror among the negroes. The fear of this society held the vicious negroes in check, and drove many evil-doers out of the South.

While this condition of things lasted a bitter quarrel was going on between Andrew Johnson, President of the United States, and Congress. President Johnson and Congress had very different ideas about reconstructing the Southern States. The quarrel finally led to the impeachment of the President and his trial by the Senate. It was the first time in the history of our country that a President had been impeached, and the trial, which lasted two months, excited deep interest. On the day the votes were counted it was found that Johnson, by a majority of one vote, was declared not guilty.

After the Southern States had been restored to the Union, the people of the South set bravely to work to build up their wasted fortunes. Before many years the

Impeach-
ment of
President
Johnson,
1868



PICKING COTTON

cotton crop was more than double what it was before the war. The South now produces from ten to twelve million bales of cotton each year,—about Progress of
the South three-fourths of the cotton crop of the world.

Before the war there were few, if any, cotton mills in the South. To-day there are many hundreds of such mills and every year adds to their number.

In addition to raising cotton, the people of the South are turning their attention to the cultivation of fruits and vegetables, and the fruit crop is becoming a rival of the cotton crop. The coal and iron industry is being rapidly developed in Alabama and Tennessee.

the oil mills of Texas and Louisiana are pouring out millions of barrels of oil; the great forest areas of pine and hardwood are engaging the sawmill and the lumber dealer, until the South has now more than regained its losses by war, and is again a prosperous section of our common country.

QUESTIONS

What did the general government now do? What was each state required to do before it could reënter the Union? What was the thirteenth amendment? The fourteenth? The fifteenth? What was the condition in the South at this time? What can you say of the "carpet-baggers" and the negroes? What was the purpose of the Ku-Klux Klan? What quarrel was going on at this time? Describe the impeachment of the President. What was the result? What did the southern people do after the war? What can you say of the cotton crop? Of cotton mills? What other industries engage the attention of the South? What can you say of coal and iron? Of oil mills? Of the forest woods? What has the South done?

LESSON 73

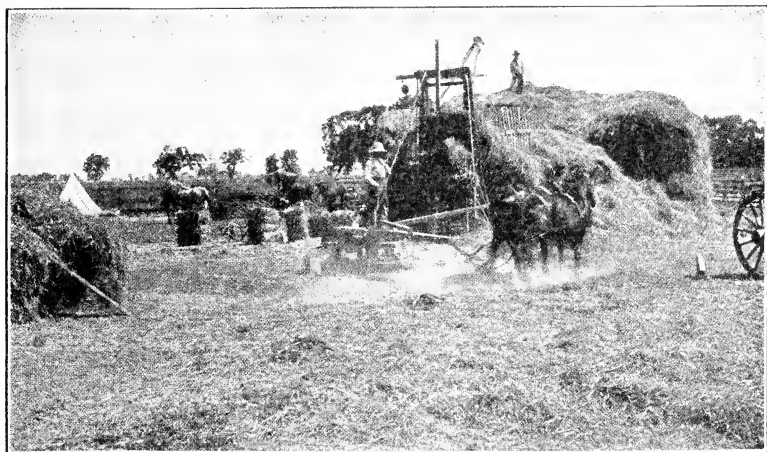
PROGRESS OF THE COUNTRY

OUR country has made great progress since the close of the Civil War. While Andrew Johnson was President the territory of Alaska was purchased from Russia for \$7,200,000. It was not considered a bargain at the time, but its seal fisheries and gold mines have made it a very valuable addition to our country.

The purchase
of Alaska,
1867

Our western states and cities have grown wonderfully in population and wealth. Chicago, which began as a frontier fort and remained for ten years a small town, has grown into a great city of over two million inhabitants. Many places that were mining camps fifty years ago are now large and flour-

The growth
of the West



BALING HAY ON A WESTERN FARM

ishing cities. At one time the mail was carried across the prairies by the "pony express," and passengers went by stagecoach, but since the building of the great Pacific Railroads hundreds of thousands of passengers travel to the West with every comfort. Vast fields of wheat and corn are planted; great herds of cattle,

sheep, and hogs are raised on the ranches, and the regions that were once the homes of the Indians and the range of the buffalo are now the abode of a prosperous people.

Inventions have kept pace with our industries. We have already seen that America contributed the cotton gin, the steamboat, and the electric telegraph to human progress. In addition to these we might mention the iron-clad war vessel invented by Ericsson, the reaper and harvester invented by McCormick, the sewing machine invented by Howe, the sleeping car invented by Pullman, as well as such inventions as the revolving printing press, the typewriter, and hundreds of others.



THOMAS A. EDISON

There are by this time over a million patents for inventions and improvements issued by the Patent Office in Washington to the inventors of our country.

Thomas A. Edison is probably the greatest of all living inventors. It is to him we owe the electric light, the phonograph, the moving-picture machine, and many other electrical and mechanical inventions. He has been a tireless worker. It is said that at one time he worked

Thomas A.
Edison

sixty hours on an invention without rest of any kind. Often he has worked all night on a hard problem. Once he said that he owed his success to the fact that he "never looked at the clock." He has a splendid laboratory at Menlo Park in which he has done so many wonderful things that people have come to call him "the wizard of Menlo Park."

Another great American invention is the telephone. It was invented by Alexander Graham Bell. He was a teacher of the deaf and dumb, and while experimenting with the vibration of sound he unexpectedly discovered how sound could be reproduced by electricity at the end of a long wire. His first instrument was used to reproduce in the attic of his house musical notes made in the cellar. The telephone was first exhibited at the Centennial Exhibition in Philadelphia, where it attracted much attention. Improvements were rapidly made, and the telephone is now widely used in the homes and business houses of the people. Our large cities are connected by long-distance telephones, so that one can talk with his friends hundreds of miles away in distant parts of the country.

QUESTIONS

What can you say of the purchase of Alaska? What have our western states shown? What can you say of Chicago? of other cities? How were mail and passengers once carried across the prairies? What did the Pacific Railroad do for the West?

What can you say of the industries of the West? What American inventions can you mention? How many patents have been issued? What can you say of Edison? What has he invented? What can you say of Edison as a worker? To what did he say he owed his success? What name have people given him? Who invented the telephone? In what way was it invented? What was the first instrument used for? Where was it first exhibited? What can you say of the use of the telephone to-day?

LESSON 74

THE WAR WITH SPAIN

GENERAL GRANT succeeded Andrew Johnson as President. It was during his term of office that the great fire occurred in Chicago, destroying a large portion of that city, and that the Centennial Exposition was held at Philadelphia, celebrating the one hundredth anniversary of the Declaration of Independence.

Grant was succeeded by Rutherford B. Hayes. Then followed James A. Garfield, who was assassinated by a disappointed office-seeker. Chester A. Arthur, the Vice-President, became President. After Arthur came Grover Cleveland, who was followed by Benjamin Harrison. Cleveland was elected a second time, and then William McKinley became President.

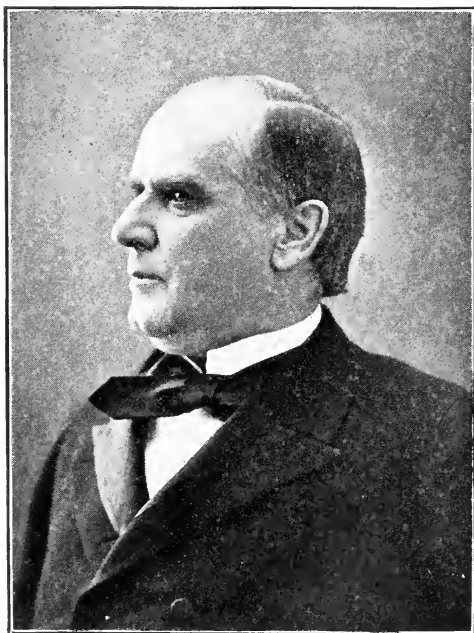
While McKinley was President the war with Spain occurred. The island of Cuba was a Spanish posses-



GROVER CLEVELAND

sion and was in rebellion against the hard rule of Spain. One of our battleships, the *Maine*, lying in the harbor of Havana was blown up by an explosion, and nearly three hundred of the crew were lost. It was a terrible disaster, and

Destruction of
the "Maine,"
February 15,
1898



WILLIAM MCKINLEY

many persons thought it had been caused by the Spanish. In a short while the sympathy of the people for the Cubans, as well as the indignation over the destruction of the *Maine*, demanded some action on the part of our government.

Congress passed a resolution authorizing the President to use the army and navy of the United States to compel Spain to give up her authority in Cuba.

This was the same as a declaration of war, and President McKinley called for a hundred and twenty-five thousand soldiers to volunteer for the service.

Commodore George Dewey was ordered to attack Manila, the capital of the Philippine Islands, then a Spanish possession. Sailing into the Bay of Manila at night he slipped past the shore batteries of the enemy, and at daybreak began an attack upon the Spanish fleet. The soldiers and sailors raised the cry, "Remember the Maine!" The battle lasted for two hours and then the American vessels drew off for breakfast and for a short rest. In a few hours the battle was renewed, and after an hour the ships of the enemy were completely destroyed, or were at the mercy of Dewey and his fleet. Not an American ship was lost, nor was a single American soldier killed in the battle. Manila then fell into the hands of Commodore Dewey and the war in the East was ended.

Battle of
Manila Bay,
April 30,
1898

In the meanwhile an American fleet under Captain Sampson and Commodore Schley (Slȳ) were blocking the harbor of Santiago (Săn-tĩ-ă'go) de Cuba. Inside was the Spanish fleet, commanded by Admiral Cervera (Thār-vā'ra), seeking for a chance to escape. In order to obstruct the harbor Lieutenant Hobson, of Alabama, with a few companions, sank a coal ship in the channel. It was a daring deed,

Lieutenant
Hobson

especially as the men were in the full face of the enemy's guns. Hobson and his crew escaped to the Spanish vessels and surrendered as prisoners of war.

An army was now landed near Santiago, and the capture of the city was undertaken. After several battles General Shafter, the American general, captured the heights overlooking Santiago, from which he could easily shell the city and the ships in the harbor. Seeing his danger, Admiral Cervera made a dash for liberty. His vessels, however, were easily overtaken and destroyed by the American fleet and he himself was made prisoner. Santiago surrendered and the war ended.

Destruction
of Cervera's
fleet, July 3,
1898

By the treaty with Spain we came into possession of the Philippine Islands, Porto Rico, and the island of Guam (Gwäm) in the Pacific Ocean, and agreed to pay Spain twenty million dollars. Cuba was declared free and independent, and the Spanish rule in the West Indies came to an end.

End of the
war

QUESTIONS

Mention two events in the administration of Grant. Name the Presidents that succeeded Grant. Who was President during the war with Spain? What can you say of Cuba? What happened to the *Maine*? What did many persons think? What was demanded by the people? What did Congress authorize? What did McKinley do? Describe the way in

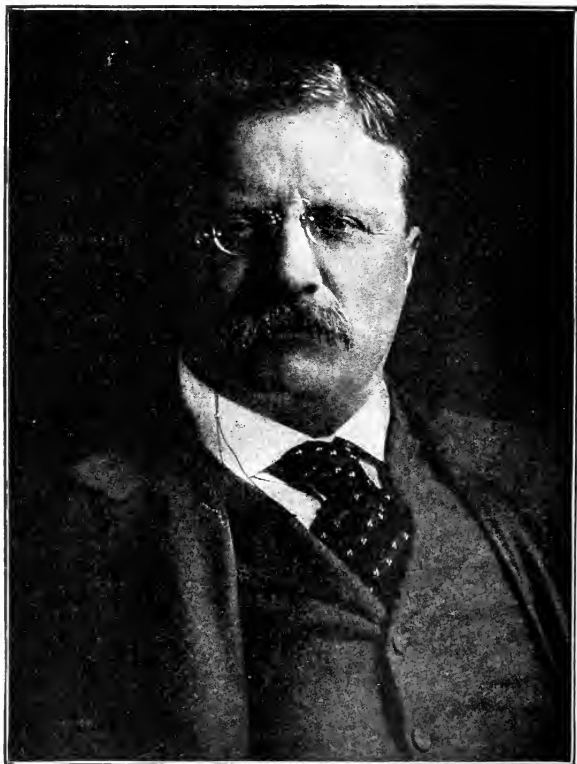
which Commodore Dewey captured Manila. What harbor in Cuba was blockaded, and by whom? What was the exploit of Hobson? What heights did General Shafter capture? What did Cervera do and with what result? What did we gain by the treaty with Spain? What did we pay Spain? What did Cuba become?

LESSON 75

RECENT EVENTS

Soon after the close of the war with Spain President McKinley was assassinated while attending an exposition at Buffalo. After lingering a week he died, the third martyr President, and was succeeded by Theodore Roosevelt (Rōs-ĕ-vĕlt), the Vice-President. During Roosevelt's administration occurred a great war between Russia and Japan, which lasted many months and in which many bloody battles were fought. President Roosevelt offered his services as peacemaker between the two countries. Representatives of Russia and Japan met at Portsmouth, New Hampshire, and signed a treaty of peace. Treaty of
Portsmouth

After President Roosevelt had served the unexpired term of McKinley, he was elected for a term of four years. He was succeeded in 1909 by William H. Taft. In 1912 Woodrow Wilson, the candidate of the Democratic party, was duly elected President.



THEODORE ROOSEVELT

The greatest enterprise of modern times is the building of the Panama Canal, which was undertaken by the United States in 1902. It has cost several hundred millions of dollars, but its use is a great saving of time and expense to vessels going

The Panama
Canal



WILLIAM H. TAFT

from the Atlantic Ocean to the Pacific Ocean. Ships going from New York to San Francisco save over seven thousand miles, which is much more than half the distance.



WOODROW WILSON

In the digging of the canal great care has been used to construct barracks for the workmen that will protect them from malaria and other diseases. By proper sanitary arrangements the death rate in the canal zone has been greatly reduced.

For many years the nations of Europe had been organizing armies, collecting stores of food and munitions, building fortifications and ships and in other ways preparing for a great war. It needed but little provocation to bring on a conflict that would involve all Europe. The event which brought on the world war was the assassination of the Archduke Francis Ferdinand of Austria, who with his wife was on a visit to the town of Sarajevo in Bosnia. It was charged by Austria that citizens of Serbia had instigated the plot, and since Serbia refused to make amends for the deed, Austria declared war July 28, 1914.

Russia, as an ally of Serbia, threatened to invade Austria. This brought on a declaration of war by Germany, an ally of Austria, against Russia. **The World War, 1914** France declared war on Germany, whereupon the German army marched through Belgium and invaded Northern France. This brought Belgium and England into the war against Germany. Later on Italy and Japan joined England and her allies, while Turkey and Bulgaria cast their fortunes with Germany and Austria. Thus in a short while England, France, Russia, Italy, Japan and their allies were engaged in a terrible war with Germany, Austria, Turkey and their allies. All Europe soon became one vast camp, and the battle lines reached many hundreds of miles.

President Wilson tried to keep the United States out of the war, so long as it could be done with due rights to American citizens and ships on the high seas. Germany resorted to the use of submarine torpedo boats, and warned all neutral vessels to keep out of a war zone around the British Isles. May 5, 1915, the *Lusitania* was sunk by a torpedo, resulting in the loss of many hundreds of lives. Over one hundred American citizens were lost in this disaster. Other vessels were sunk, and other American lives were lost from time to time, until the patience of the American people was sorely tried and well-nigh exhausted.

When Germany finally declared a ruthless submarine warfare against all vessels caught in the war zone, regardless of nationality, character, or purpose, President Wilson advised Congress, April 2, 1917, to declare that a state of war existed between this country and Germany. This declaration was made and the United States formally entered into the great struggle. A large army was drafted, billions of dollars were appropriated, the navy was made ready, training camps were established, and the whole force of men and means of the country was put in motion to aid the allies in the war against the aggressions of Germany.

We have now reached the conclusion of the history

of our country. Our country has grown from thirteen to forty-eight states, and from a small beginning to a nation of over one hundred millions of people. The story of what our forefathers did in coming to these shores, the sufferings they endured, the wars through which they passed, and the final triumph they gained should inspire us with a great desire to take our part in carrying on the great government they planned and defending the great nation they founded.

QUESTIONS

What happened to President McKinley shortly after the war with Spain? Who succeeded him as President? What service did Roosevelt perform as peacemaker? Who succeeded Roosevelt as President? In 1912 who was elected President? What is the greatest enterprise of modern times? Of what advantage will the Panama Canal be to commerce? What event brought on the world war in 1914? What countries were engaged on each side? When did the United States enter the war? What is the present number of states? What is the present population? What great desire should each of us feel after studying the history of our country?

REVIEW QUESTIONS

WHEN and where was Columbus born? Who aided him in his desire to sail around the world? For what was he seeking? Where did he land? How did the Indians get their name? How many voyages did Columbus make? How did America get its name? What Spaniard first saw the waters of the Pacific Ocean? What explorer named the Pacific Ocean, and what was he trying to do? What explorer named Florida and for what was he seeking? What was the fate of Narvaez? Who discovered the Mississippi River? Who explored the plains of the West?

Who founded the lost colony of Roanoke? Where was the first permanent English colony in America established? Who was the hero of Jamestown? Relate the story of John Smith and Pocahontas. What was the starving time? Where and how was slavery introduced into Virginia? How were the colonists at Jamestown supplied with wives? What young lawyer rebelled against the tyranny of Berkeley? Who settled Plymouth? Who was the hero of the Plymouth Colony? What can you say of Samoset? Of Squanto? Of Canonicus?

What can you say of Roger Williams? Of Mrs. Anne Hutchinson? Of Thomas Hooker? Who was John Eliot? What was the fate of King Philip? Who discovered the Hudson River? Who settled New York? What can you say of Peter Stuyvesant? Who settled Maryland? Who was William Penn? How did Penn acquire a grant in America? Describe Penn's treaty with the Indians. What philosopher drew up a plan of government for

the Carolinas? Who settled Georgia? What can you say of Oglethorpe?

What Frenchman explored the Mississippi? By whom was the claim of France to the Mississippi Valley made? What young soldier took a message to the French in the Ohio Valley? Describe the journey of this messenger. How was Braddock defeated? Who captured Quebec and by what strategy? Describe the settlers' cabins. How was Sunday observed in the colonies? Describe the pillory and the stocks. What can you say of the witchcraft craze? Describe a journey by stagecoach. Tell why slavery took such a strong hold in the Southern colonies.

What were some of the causes of the Revolution? What great orator made a speech in Virginia against the Stamp Act? Describe the Boston Massacre. What can you say of Samuel Adams? Describe the Boston Tea Party. Describe Paul Revere's Ride. What was the result of the battle of Lexington? Who was made commander-in-chief of the American army? What was the result of the battle of Bunker Hill? Who wrote the Declaration of Independence? Describe the victory at Trenton. What can you say of the sufferings at Valley Forge? What can you say of Lafayette? Describe the exploits of Francis Marion; of Thomas Sumter. Describe the battle of King's Mountain. Where did Cornwallis surrender?

Relate some incident in the life of Benjamin Franklin. Who settled Kentucky? Relate some incident in the life of Daniel Boone. What adventures did George Rogers Clark have? What places did he capture? What territory did Robertson and Sevier explore and settle? What can you say of Sevier?

Who was the first President of the United States? What cities have been the capital of the United States? Who invented the cotton gin? What political party was founded by Thomas Jeffer-

son? Who punished the pirates of the Barbary States? By whom was the Louisiana territory purchased? By what two young men was it explored? Who perfected the steamboat? What was the first steamship to cross the ocean? What was the cause of the War of 1812? What was the most famous battle of this war? Who was the hero of the battle of New Orleans?

What is the Monroe Doctrine? What waters does the Erie Canal connect? What can you say of the locomotive "The Best Friend"? Who was called the Mill Boy of the Slashes? What was the Missouri Compromise? What name was given Henry Clay and why? Between what two senators occurred a great debate on the tariff? What state passed an ordinance of nullification? Who invented the telegraph? Between what two cities was the first telegraph line built? What was the first message? Describe the massacre at the Alamo. At what battle was the independence of Mexico assured? What territory did we acquire by the treaty with Mexico? How was gold discovered in California?

Upon what question did the Northern and Southern states differ? What was the John Brown raid? Who was President of the United States during the Civil War? How did Stonewall Jackson get his name? What can you say of the "Valley Campaign"? What were the circumstances of the death of Stonewall Jackson? Who was the commander-in-chief of the Southern army? Who became commander-in-chief of the Northern army? What were the three parts of the war plan of the North? Describe Sherman's march to the sea. Describe the surrender of Lee.

What three amendments to the Constitution were made after the war? What did each require? What can you say of the Reconstruction Era in the South? Describe the Ku-Klux Klan. Which President was impeached and why? For how much was Alaska purchased, and from what country? Name some American inven-

tions. Tell something about Thos. A. Edison. Who invented the telephone? What caused the war with Spain? Who won the battle of Manila Bay? What became of the Spanish fleet in the harbor of Santiago? Describe the exploit of Hobson. What did we acquire by the treaty with Spain? What can you say of the Panama Canal?

LIST OF PRESIDENTS.

| NO. | PRESIDENT | STATE | BORN | DIED |
|-----|----------------------|-----------------|----------------|----------------|
| 1 | George Washington. | Virginia..... | Feb. 22, 1732 | Dec. 14, 1799 |
| 2 | John Adams..... | Massachusetts.. | Oct. 30, 1735 | July 4, 1826 |
| 3 | Thomas Jefferson... | Virginia..... | April 13, 1743 | July 4, 1826 |
| 4 | James Madison..... | Virginia..... | Mar. 16, 1751 | June 28, 1836 |
| 5 | James Monroe..... | Virginia..... | April 28, 1758 | July 4, 1831 |
| 6 | John Quincy Adams | Massachusetts.. | July 11, 1767 | Feb. 23, 1848 |
| 7 | Andrew Jackson.... | Tennessee..... | Mar. 15, 1767 | June 8, 1845 |
| 8 | Martin Van Buren.. | New York..... | Dec. 5, 1782 | July 24, 1862 |
| 9 | William H. Harrison | Ohio..... | Feb. 9, 1773 | April 4, 1841 |
| 10 | John Tyler..... | Virginia..... | Mar. 29, 1770 | Jan. 18, 1862 |
| 11 | James K. Polk..... | Tennessee..... | Nov. 2, 1795 | June 15, 1849 |
| 12 | Zachary Taylor..... | Louisiana..... | Sept. 24, 1784 | July 9, 1850 |
| 13 | Millard Fillmore.... | New York..... | Feb. 7, 1800 | Mar. 8, 1874 |
| 14 | Franklin Pierce..... | New Hampshire | Nov. 23, 1804 | Oct. 8, 1869 |
| 15 | James Buchanan.... | Pennsylvania.. | April 22, 1791 | June 1, 1868 |
| 16 | Abraham Lincoln... | Illinois..... | Feb. 12, 1809 | April 15, 1865 |
| 17 | Andrew Johnson.... | Tennessee..... | Dec. 29, 1808 | July 31, 1875 |
| 18 | Ulysses S. Grant... | Illinois..... | April 27, 1822 | July 23, 1885 |
| 19 | Rutherford B. Hayes | Ohio..... | Oct. 4, 1822 | Jan. 17, 1893 |
| 20 | James A. Garfield... | Ohio..... | Nov. 19, 1831 | Sept. 19, 1887 |
| 21 | Chester A. Arthur.. | New York..... | Oct. 5, 1830 | Nov. 18, 1886 |
| 22 | Grover Cleveland... | New York..... | Mar. 18, 1837 | June 24, 1908 |
| 23 | Benjamin Harrison.. | Indiana..... | Aug. 20, 1833 | Mar. 13, 1901 |
| 24 | Grover Cleveland... | New York..... | Mar. 18, 1837 | June 24, 1908 |
| 25 | William McKinley... | Ohio..... | Jan. 29, 1843 | Sept. 14, 1901 |
| 26 | Theodore Roosevelt | New York..... | Oct. 27, 1858 | |
| 27 | William H. Taft.... | Ohio..... | Sept. 15, 1857 | |
| 28 | Woodrow Wilson | New Jersey | Dec. 28, 1856 | |

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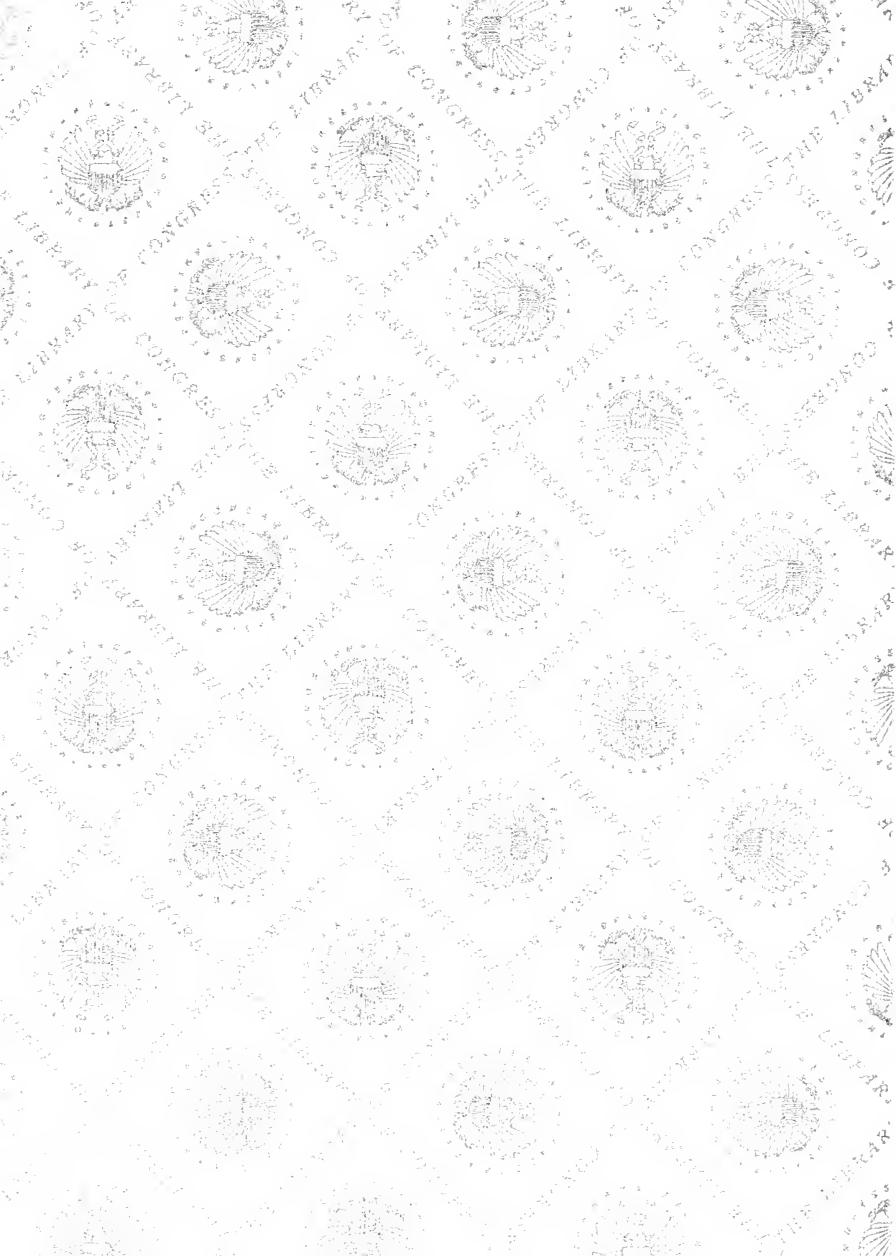
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